BOARD OF TRUSTEES
ANAHEIM UNION HIGH SCHOOL DISTRICT
501 N. Crescent Way, P.O. Box 3520
Anaheim, California 92803-3520
www.auhsd.us

NOTICE OF REGULAR MEETING

Date: May 31, 2024

To: Annemarie Randle-Trejo, P.O. Box 3520, Anaheim, CA 92803-3520
Jessica Guerrero, P.O. Box 3520, Anaheim, CA 92803-3520
Katherine H. Smith, P.O. Box 3520, Anaheim, CA 92803-3520
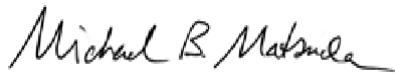Brian O'Neal, P.O. Box 3520, Anaheim, CA 92803-3520

Orange County Register, 1920 Main Street, Suite 225, Irvine, CA 92614
Anaheim Bulletin, 1920 Main Street, Suite 225, Irvine, CA 92614
Los Angeles Times, 2300 E. Imperial Highway, El Segundo, CA 90245
Event News, 216 Main Street, Seal Beach, CA 90740

You are hereby notified that a regular meeting of the
Board of Trustees of the Anaheim Union High School District
is called for

Thursday the 6th day of June 2024

Individuals requesting interpretation should contact the executive assistant to the
superintendent at morales_p@auhsd.us by 5:00 p.m. on Tuesday, June 4, 2024, to
allow reasonable arrangement to ensure interpretation services.

Regular Meeting-6:00 p.m.

Michael B. Matsuda
Superintendent

ANAHEIM UNION HIGH SCHOOL DISTRICT

501 N. Crescent Way, P.O. Box 3520, Anaheim, California 92803-3520, www.auhsd.us

BOARD OF TRUSTEES
Agenda
Thursday, June 6, 2024
Regular Meeting-6:00 p.m.

As a courtesy to the community, members of the public may observe the meeting by livestream on the District's YouTube channel at
https://bit.ly/2KEiCDA.

Individuals requesting interpretation should contact the executive assistant to the superintendent at morales_p@auhsd.us by 5:00 p.m. on Tuesday, June 4, 2024, to allow reasonable arrangement to ensure interpretation services.

Some items on the agenda of the Board of Trustees' meeting include exhibits of supportive and/or background information. These materials are also posted with the meeting agenda on the District website, www.auhsd.us, at the same time that they are distributed to the Board of Trustees.

In compliance with the Americans with Disabilities Act, individuals with a disability who require modification or accommodation in order to participate in this meeting should contact the executive assistant to the superintendent at morales_p@auhsd.us by 5:00 p.m. on Tuesday, June 4, 2024, to allow for reasonable arrangements to ensure accessibility to the meeting.

We respectfully acknowledge that the Anaheim Union High School District is located on the ancestral land of the Gabrielino/Tongva people. We gratefully acknowledge those on whose ancestral homelands we gather, as well as the diverse and vibrant Native communities who make their home here today.

1. **CALL TO ORDER–ROLL CALL**   *ACTION ITEM*

2. **ADOPTION OF AGENDA**   *ACTION ITEM*

3. **PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE**   *INFORMATION ITEMS*

    Board President Annemarie Randle-Trejo will lead the Pledge of Allegiance to the Flag of the United States of America and provide a moment of silence.

4. **STUDENT SPEAKERS**   *INFORMATION ITEM*

    Any Anaheim Union High School District student in the audience who wishes to speak to the Board of Trustees may do so at this time. Students wishing to address the Board of Trustees should complete a student speaker request form, available on the information table, at the back of the room, and submit it to the executive assistant prior to the meeting. Students wishing to speak at this time are limited to three minutes. Board members cannot immediately respond to student comments, as stated on the speaker request form. Students may also choose to speak during the Public Comment section of the agenda instead of at this time; however, they may only speak once per topic during the meeting.

5. **PUBLIC COMMENTS, OPEN SESSION ITEMS**   *INFORMATION ITEM*

Opportunities for public comments occur at the beginning of each agenda item and at this time for items not on the agenda. Persons wishing to address the Board of Trustees should complete a speaker request form, available on the information table, at the back of the room, and submit it to the executive assistant prior to the meeting. Each speaker is limited to a maximum of three minutes; each topic or item is limited to a total of 20 minutes. Board members cannot immediately respond to public comments, as stated on the speaker request form.

6. **ITEM OF BUSINESS**

SUPERINTENDENT'S OFFICE

Public Hearing, Candidates for Provisional Appointment to the   *INFORMATION ITEM*
Board of Trustees

Background Information:
On May 6, 2024, Trustee Anna L. Piercy passed away following an extended illness. Trustee Piercy's passing has created a vacancy on the Board of Trustees for Trustee Area 5. On May 10, 2024, the Board voted to fill the vacancy by making a provisional appointment. The process for making a provisional appointment to the Board is outlined in Education Code Sections 5090-5095 and Board Policies 10221 and 10111. Pursuant to Board policy, this public hearing is scheduled to provide an opportunity for input from the District community regarding candidates. Written comments may also be provided throughout the process.

Current Consideration:
The following persons have met the residency requirement, as well as the notification and submission deadlines, to be considered for the provisional appointment to the Board:

<div align="center">

Stephen Blount
Sheila Hart
Ron Hoshi
Jeanette James

</div>

The Board of Trustees will convene a special Board meeting on June 11, 2024, at 5:00 p.m. to interview the candidates. On June 13, 2024, the Board will consider appointing the new member to the Board of Trustees at its regular meeting. The public is invited to attend both of these meetings.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees formally open the public hearing, inviting anyone wishing to address the Board concerning any of the candidates for the provisional appointment, and that when such input has been provided that the public hearing be closed.

7.   **PRESENTATIONS**   *INFORMATION ITEMS*

7.1   ***Local Control and Accountability Plan (LCAP) and Annual Update/California School Dashboard and Local Indicators***

Background Information:
The Local Control and Accountability Plan (LCAP) and annual update provides details regarding the District's actions, as well as expenditures to support pupil outcomes and overall performance pursuant to California Education Code Sections 52060, 52066, 47605, 47605.5, and 47606.5. California Education Code Section 52060 requires the governing board of each school district to adopt the LCAP and annual update using a template adopted by the State Board of Education. School districts must also ensure that teachers, principals, administrators, and other school personnel, as well as local bargaining units, parents, and pupils were consulted in the development of the 2024-25 LCAP and were also provided information regarding the annual update. The annual update details the actual LCAP expenditures that were projected for the 2023-24 year.

Current Consideration:
Educational Services Division staff will present the LCAP and annual update, as well as the California School Dashboard and Local Indicators to the Board of Trustees.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
Although this is an information item only, requiring no formal action by the Board of Trustees, it is recommended that the Board officially receive both presentations as a consolidated presentation. **[EXHIBIT A]**

7.2   ***Public Hearing, Local Control and Accountability Plan (LCAP) and Annual Update***

Background Information:
The LCAP and annual update provides details regarding the District's actions, as well as expenditures to support pupil outcomes and overall performance pursuant to California Education Code Sections 52060, 52066, 47605, 47605.5, and 47606.5. California Education Code Section 52060 requires the governing board of each school district to adopt the LCAP and annual update using a template adopted by the State Board of Education. School districts must also ensure that teachers, principals, administrators, and other school personnel, as well as local bargaining units, parents, and pupils were consulted in the development of the 2024-25 LCAP, and were also provided information regarding the annual update. The annual update details the actual LCAP expenditures that were projected for the 2023-24 year.

Current Consideration:
Notice of the public hearing was posted in three public places in our District, ten days prior to this public hearing. The proposed LCAP is available for public inspection in the Educational Services Department, Monday through Friday, May 20, 2024, through June 5, 2024, 8:00 a.m. to 4:00 p.m. The purpose of the public hearing is to allow the public an additional opportunity to speak on the District's LCAP and annual update.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
Although this is an information item only, requiring no formal action by the Board of Trustees, it is recommended that the Board formally open a public hearing to provide the public with an opportunity to speak on the LCAP and annual update.

7.3   ***Presentation and Public Hearing, 2024-25 Proposed Budget***

Background Information:
The Board of Trustees is requested to open a public hearing on the 2024-25 proposed budget. Education Code Section 42103 requires the governing board of each school district to hold a public hearing on the proposed budget for its district. The public hearing should be held on, or before, July 1, 2024, and should be held at least three days following availability of the proposed budget for public inspection. At the hearing, any resident of the District has an opportunity to appear and comment on the budget. The budget will not be considered for adoption by the Board of Trustees until after the public hearing has been held.

Current Consideration:
Business Services staff will present the 2024-25 proposed budget. The Board is required to hold this public hearing before such adoption.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
Although this is an information item only, requiring no formal action by the Board of Trustees, it is recommended that the Board open a public hearing to provide the public an opportunity to speak on the 2024-25 proposed budget.

8.   **ITEMS OF BUSINESS**

RESOLUTION

8.1   ***Resolution No. 2023/24-BOT-06, Order of Biennial Trustee***   *ACTION ITEM*
      Election and Specifications of the Election Order
      (Roll Call Vote)

Background Information:
A consolidated election is required in the District this year in accordance with Education Code Section 5340. A resolution and order of election are required to be completed and provided to the Orange County Department of Education and Orange County Registrar of Voters.

Current Consideration:
The Board of Trustees is requested to adopt Resolution No. 2023/24-BOT-06, Order of Biennial Trustee Election and Specifications of the Election Order, as prescribed by Education Code Section 5000, calling for the biennial governing board member election to be held on Tuesday, November 5, 2024.

Budget Implication:
Election-related costs for the November 2024 election are unknown at this time.

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2023/24-BOT-06, by a roll call vote. **[EXHIBIT B]**

HUMAN RESOURCES

8.2 ***Employment Agreements and Compensation for Assistant***   *ACTION ITEM*
    Superintendents and District Counsel

Background Information:
Employment agreements are required for the District's unrepresented upper-level management employees. On May 4, 2023, the Board of Trustees approved amended employment agreements through June 30, 2027, with the assistant superintendents of Business, Education, and Human Resources, and District counsel. The employment agreements provide that the Board may annually review salaries and, with consent of the Board, may increase salaries at any time during the term of the agreements.

Current Consideration:
As a matter of annual review, it is respectfully requested that the Board of Trustees consider extending by one year the employment agreements with the assistant superintendents and District counsel. In addition, on February 15, 2024, the Board approved an agreement with the Anaheim Secondary Teachers Association (ASTA) that provided a 4.5 percent salary increase retroactive to July 1, 2023. On March 7, 2024, the Board approved a 4.5 percent salary increase retroactive to July 1, 2023, for the Anaheim Personnel and Guidance Association (APGA) and the Anaheim Leadership Team Association (ALTA), which comprises the District's management personnel, excluding upper-level management employees. On April 18, 2024, the Board approved a 4.5 percent salary increase retroactive to July 1, 2023, for the California School Employees Association (CSEA) and the Mid-Managers Association (MMA).

Budget Implication:
A 4.5 percent increase for the affected employees would impact the budget with an additional estimated expense of $59,632. (General Fund)

Staff Recommendation:
It is recommended that the Board of Trustees discuss compensation to include a 4.5 percent increase to salary, tax sheltered annuity, and mileage retroactive to July 1, 2023, for the assistant superintendents and counsel, as well as extension of their respective contracts for one year. **[EXHIBIT C]**

SUPERINTENDENT'S OFFICE

8.3 ***Employment Agreement for Superintendent***   *ACTION ITEM*

Background Information:
An employment agreement is required for the District's superintendent. On May 4, 2023, the Board of Trustees approved an amended employment agreement with the superintendent through June 30, 2027.

Current Consideration:
As a matter of annual review, it is respectfully requested that the Board of Trustees consider extending by one year the employment agreement with the superintendent. The superintendent has declined a salary increase this year.

Budget Implication:
There is no impact on the budget.

Staff Recommendation:
It is recommended that the Board of Trustees approve the employment agreement through June 30, 2028.

8.4   ***Trustee Monthly Compensation***   *ACTION ITEM*

Background Information:
Education Code Section 35120 and Board Policy 10250 (BB 9250) establish the maximum monthly compensation that each member of the Board of Trustees may receive based on average daily attendance in the District. The Education Code and Board Policy further provide that individual member compensation may be increased on an annual basis in an amount not to exceed 5 percent of the present monthly rate of compensation, effective at the time of approval.

Current Information:
On February 15, 2024, the Board approved an agreement with the Anaheim Secondary Teachers Association (ASTA) that provided a 4.5 percent salary increase retroactive to July 1, 2023. On March 7, 2024, the Board approved a 4.5 percent salary increase retroactive to July 1, 2023, for the Anaheim Personnel and Guidance Association (APGA) and the Anaheim Leadership Team Association (ALTA), which comprises the District's management personnel, excluding upper-level management employees. On April 18, 2024, the Board approved a 4.5 percent salary increase retroactive to July 1, 2023, for the California School Employees Association (CSEA) and the Mid-Managers Association (MMA). As a matter of annual review, and to align adjustments to Trustee compensation with District employee groups, it is recommended that the Board of Trustees consider a 4.5 percent increase in individual Trustee compensation effective July 1, 2024.

Budget Implication:
Individual Trustee compensation would increase by $45.33 per month. (General Fund)

Staff Recommendation:
It is recommended that the Board of Trustees approve a 4.5 percent increase in individual Trustee compensation from $1,007.43 to $1,052.76 per month, effective July 1, 2024.

9.   **ADVANCE PLANNING**   *INFORMATION ITEM*

9.1   ***Future Meeting Dates***

The next regular meeting of the Board of Trustees will be held on Thursday, June 13, 2024, at 6:00 p.m.

Thursday, July 18	Thursday, November 14
Thursday, August 8	Thursday, December 12 (Budget Approval)
Thursday, September 12	Thursday, December 19 (Annual Organizational Meeting)
Thursday, October 17	

     9.2   ***Suggested Agenda Items***

10.   **ADJOURNMENT**   *ACTION ITEM*

In compliance with the Americans with Disabilities Act, individuals with a disability who require modification or accommodation in order to participate in this meeting should contact the executive assistant to the superintendent at morales_p@auhsd.us by 5:00 p.m. on Tuesday, June 4, 2024.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Anaheim Union High School District	Roxanna Hernandez, Ed.D. Director, Learning and Development	hernandez_r@auhsd.us 714-999-3579

Goals and Actions

Goal

Goal #	Description
1	All students will demonstrate college, career, and life readiness, and success through implementation of the 5 Cs (collaboration, creativity, critical thinking, communication, and compassion).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	C/O 2020 District- 92.3% SED- 91.3% EL- 83.4% SWD- 74.7% FY- 81.1%	C/O 2021 District- 90.9% SED- 90% EL- 80.8% SWD- 69.3% FY- 73.8%	C/O 2022 District- 92.4% SED- 91.9% EL- 83.3% SWD- 72.5% FY- 68.8%	C/O 2023 District- 91.1% SED- 90.2% EL- 79.9% SWD- 76.2% FY- 77.8%	District- 94% SED- 93% EL- 85% SWD- 77% FY- 83%
A-G Completion	C/O 2020 District- 52.8% SED- 47.9% EL- 27% SWD- 15.6% FY- 23.3%	C/O 2021 District- 52% SED- 47.7% EL- 25.3% SWD- 15.5% FY- 19.4%	C/O 2022 District- 55.9% SED- 51.5% EL- 27.7% SWD- 22% FY- 24.2%	C/O 2023 District- 54.3% SED- 50.0% EL- 21.6% SWD- 22.4% FY- 26.2%	District- 55% SED- 50% EL- 30% SWD- 18% FY- 25%
College and Career Indicator- Prepared	C/O 2019 District- 44.2% SED- 39.1% EL- 15.3% SWD- 9.9% FY- 15.2%	Not Available	Not Available	Not Available	District- 47% SED- 43% EL- 18% SWD- 13% FY- 18%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned	Less than 1% of teachers are misassigned	Less than 1% of teachers are misassigned	Less than 1% of teachers are misassigned	Less than 1% of teachers are misassigned	Less than 1% of teachers are misassigned
Teachers are fully credentialed	Less than .5% of teachers lack full credential including EL authorization	Less than .5% of teachers lack full credential including EL authorization	Less than .5% of teachers lack full credential including EL authorization	Less than .5% of teachers lack full credential including EL authorization	Less than .5% of teachers lack full credential including EL authorization
Students have sufficient access to standards-aligned instructional materials	All students have access to standards-aligned materials	All students have access to standards-aligned materials	All students have access to standards-aligned materials	All students have access to standards-aligned materials	All students have access to standards-aligned materials
State adopted academic and performance standards are implemented	100% of academic and content and performance standards are implemented	100% of academic and content and performance standards are implemented	100% of academic and content and performance standards are implemented	100% of academic and content and performance standards are implemented	100% of academic and content and performance standards are implemented
CAASPP ELA results	46% met or exceeded standard (2018-19)	49% met or exceeded standard (2020-21)	43.86% met or exceeded standard (2021-22)	42.64% met of exceeded standard (2022-23)	50% met or exceeded standard
CAASPP Math results	28% met or exceeded standard (2018-19)	29% met or exceeded standard (2020-21)	23.40% met or exceeded standard (2021-22)	23.96% met or exceeded standard (2022-23)	31% met or exceeded standard
Percentage of EL students who make progress as measured by the ELPAC (ELPI)	44.5% (2018-19)	31.3% (2020-21)	44.9% (2021-22)	41.7% (2022-23)	48%
EL reclassification rate	7.3% (2019-20)	6.4% (2021-22)	10.6% (2022-23)	*12.6 (2023-24) *Tentative data	10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who pass an AP exam with "3" or higher	66.9% (2019-20)	55% (2020-21)	59.7% (2021-22)	46.19% (2022-23)	70%
Percentage of students who demonstrate college preparedness through the Early Assessment Program	ELA- 46% met or exceeded standard (2018-19) Math- 28% met or exceeded standard (2018-19)	ELA- 49% met or exceeded standard (2020-21) Math- 29% met or exceeded standard (2020-21)	ELA- 43.9% met or exceeded standard (2021-22) Math- 23.4% met or exceeded standard (2021-22)	Not available (2023-24)	ELA- 50% met or exceeded standard Math- 31% met or exceeded standard
Access to a broad course of study- Percentage of students enrolled in VAPA courses	51% (2020-21)	42.1% (2021-22)	46.2% (2022-23)	46.41% (Fall 2023-24)	55%
Access to a broad course of study- Percentage of students enrolled in CTE courses	38% (2020-21)	39% (2021-22)	33% (2022-23)	57.46% (Fall 2023-24)	42%
Access to a broad course of study- Percentage of students enrolled in world language courses	44% (2020-21)	44% (2021-22)	41% (2022-23)	30.73% (Fall 2023)	48%
Seal of Biliteracy	1100 students earned the seal (Class of 2020)	1303 students earned the seal (Class of 2021)	952 students earned the seal (Class of 2022)	1013 students earned the seal (Class of 2023)	1500 students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seal of Civic Engagement	1900 students earned the seal (Class of 2021)	2858 students earned the seal (Class of 2022)	3033 students earned the seal (Class of 2023)	2735 (2023-24)	2300 students
Students engaged in civic inquiry and investigation	26% of students are guaranteed these experiences each academic year	28% of students are guaranteed these experiences each academic year	46% of students are guaranteed these experiences each academic year	48% (2023-24)	50% of students are guaranteed these experiences each academic year
D/F rates	Fall 2020- 28% of all grades were D/F	Fall 2021- 15.4% of all grades were D/F	Fall 2022- 18.6% of all grades were D/F	Fall 2023- 16.9% of all grades were D/F	15% of all grades are D/F
Graduates enrolled in post-secondary options	(Class of 2020) 70% of graduates enroll in fall immediately after graduation 47% enroll in 2 year colleges 23% enroll in 4 year colleges	(Class of 2021) 64% of graduates enroll in fall immediately after graduation 41% enroll in 2 year colleges 23% enroll in 4 year colleges	Not available at this time.	(Class of 2023) 67.98% of graduates enroll in fall immediately after graduation 42.5% enroll in 2 year colleges 25.48% enroll in 4 year colleges	75% of graduates enroll in fall immediately after graduation 50% enroll in 2 year colleges 25% enroll in 4 year colleges
5 Cs are implemented in District classrooms	LCAP Staff survey- 90% are committed to implementing the 5 Cs LCAP Student survey- 81% state the 5 Cs are incorporated in their classes	LCAP Staff survey- 87% are committed to implementing the 5 Cs LCAP Student survey- 81% state the 5 Cs are incorporated in their classes	LCAP Staff survey- 87.8% are committed to implementing the 5 Cs LCAP Student survey- 73.7% state the 5 Cs are incorporated in the classes	LCAP Staff survey- 97% are committed to implemting the 5 Cs LCAP Student survey- 93% state the 5 Cs are incorporated in the classes	LCAP Staff survey- 95% are committed to implementing the 5 Cs LCAP Student survey- 90% state the 5 Cs are incorporated in their classes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students completing dual enrollment courses	2019-20 completion Duplicated students Cypress College-2025 Fullerton College-888 Unduplicated students Cypress College-1165 Fullerton College-659	2020-21 completion Duplicated students Cypress College-2119 Fullerton College-550 Unduplicated students Cypress College-936 Fullerton College-364	2021-22 completion Duplicated students Cypress College-154 Fullerton College-411 Unduplicated students Cypress College-1867 Fullerton College-663	2022-23 completion Duplicated students Cypress College-1345 Fullerton College-600 Unduplicated students Cypress College-2689 Fullerton College-1071	Duplicated students Cypress College-2300 Fullerton College-1000 Unduplicated students Cypress College-1500 Fullerton College-800
Percentage of EL students who score Level 4 on ELPAC	10.94% (2018-19)	9.91% (2020-21)	15.57% (2021-22)	14.20 (2022-23)	14%
Percentage of students who have completed at least one CTE Pathway	2019-20	C/O 2020-21 District- 23.5% SED- 22.3% EL- 17.1% SWD- 13.9% FY- 15.9%	C/O 2021-22 District- 26.2% SED- 24.8% EL- 19.6% SWD-19.1% FY- 12.5%	C/O 2022-23 District- 21.08% SED- 21.04% EL- 11.58% SWD- 17.9% FY- 11.94%	District- 27% SED- 26% EL- 21% SWD- 17% FY- 19%
Percentage of students who completed at least one CTE Pathway and A-G Requirements	2019-20	C/O 2020-21 District- 14.2% SED- 12.4% EL- 5.7%	C/O 2021-22 District- 17.6% SED- 15.7% EL- 6.9%	C/O 2022-23 District- 21.08% SED- 21.04% EL- 11.58%	District- 18% SED- 16% EL- 9% SWD- 6% FY- 8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		SWD- 2.2% FY- 4.5%	SWD- 4.0% FY- 4.2%	SWD- 17.9% FY- 11.94%	

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was created to develop essential 21st-century skills—collaboration, creativity, critical thinking, communication, and compassion—vital for post-secondary and career readiness. It prioritizes cultivating student voice and purpose across all content areas and integrated initiatives to maintain consistently high levels of student engagement and motivation. Additionally, the goal focuses on technical skills through Career and Technical Education (CTE) Pathways, leading to certificates and dual credit opportunities with community colleges, alongside meeting A-G requirements for post-secondary readiness.

After close analysis of the LCAP contributing planned actions aligned to this goal the District was able to determine that the identified metrics demonstrate that students are making progress towards college, career, and life readiness through the implementation of the 5 Cs, student voice, soft skills and technical skills.The actions continue to support student achievement and will continue for the 2024-25 year.

Notably, civic engagement activities, the capstone program, and the Career Preparedness Systems Framework (CPSF) were successfully implemented. Partnerships with colleges supported post-secondary enrollment, with AUHSD boasting higher admission and persistence rates at UCI than the overall population. AUHSD has a 31% admission rate to UCI, while the overall admission rates are at 21%. AUHSD students also have higher persistence rates 91.4% at UCI in comparison to the overall student population 86-88%.

The professional learning plan and effective instruction actions are aimed to improve A-G eligibility, graduation rates, and college-going rates, which are crucial metrics for assessing college and career readiness.These actions are supported by the high commitment to implementing the 5 Cs. The LCAP staff survey indicated that 97% of staff are committed to implementing the 5 Cs in the classroom. The student survey showed that 93% of students stated that the 5 Cs are incorporated into their classes, indicating that students perceive the integration of these essential skills into their learning experiences. Student and staff surveys on 5 Cs have yielded high percentages of students and staff affirming the incorporation of the 5 Cs in the classroom, which indicate a positive perception of the District's efforts in fostering essential 21st-century skills. This suggests that initiatives aimed at developing these skills have been effectively implemented.

The District's graduation rates for the class of 2022-23 were notably high at 91%, and specifically trending upward for socioeconomically disadvantaged students at 90.2%, surpassing the state average. However, disparities exist among subgroups, with lower rates observed for English learners (plurilingual) 79.5%, students with disabilities 76.1%, and foster youth 77.8%. While the A-G completion rates of 54.3%, also

exceeded state averages, there are substantial gaps among subgroups, indicating areas for improvement in ensuring equitable access and targeted support for low income, foster youth, and English learner (plurilingual) students.

The broad course of study and instructional options supports students' progress towards graduation and post-secondary goals, thereby contributing to college and career readiness. The Dual Enrollment participation 2022-23 data on duplicated and unduplicated students enrolled in dual enrollment courses at Cypress College and Fullerton College demonstrate significant participation. In the 2022-23 year, there were 1345 duplicated students enrolled in courses at Cypress College and 600 at Fullerton College. Additionally, there were 2689 unduplicated students enrolled at Cypress College and 1071 at Fullerton College, indicating the extent of student participation in dual enrollment programs, contributing to their post-secondary preparedness. These programs provide students with opportunities to earn college credits while still in high school, enhancing their post-secondary readiness.

Regarding CTE Pathways and A-G requirements, data showed that in the Class of 2022-23, 21.08% of students in the District completed at least one CTE Pathway and met A-G requirements. Subgroup data indicated similar completion rates, with 21.04% for socioeconomically disadvantaged (SED) students, 11.58% for English learners (plurilingual), 17.9% for students with disabilities (SWD), and 11.94% for foster youth (FY), underscoring the District's commitment to providing diverse pathways to post-secondary success for all students.

The post-secondary readiness action, which encompasses increasing work experience and internship opportunities supports students' readiness for post-secondary education and careers, as indicated by the percentage of graduates enrolling in post-secondary options. Data shows a significant percentage of graduates enrolling in post-secondary education immediately after graduation, with substantial proportions opting for both 2-year and 4-year colleges. For the graduating class of 2023, 67.98% of graduates enrolled in Fall immediately after graduation, 42.5% enrolled in 2 year colleges, and 25.48% enrolled in 4 year colleges. This suggests that the District's efforts in preparing students for post-secondary success, including initiatives like dual enrollment and college partnerships, have been effective in facilitating smooth transitions to higher education.

Data from the 2023-24 academic year showed that the District has 23,631 active students that have a Chromebook and/or laptop checked out, and 650 hotspots checked out for internet connectivity, facilitating access to technological resources and post-secondary skill development, which upholds the contributing action (1.4).

Additional professional learning experiences, particularly in mathematics, focused on student-centered instruction and equitable grading. Data showed that junior high Math Learning Lab teachers facilitated numerous workshops and professional learning experiences for educators, with a focus on Performance Task Assessments. Teachers work to create authentic mathematics experiences in their classrooms, that often are left out of traditional mathematics curriculum and to celebrate the rich and vibrant communities that support our students and their lived experiences, they are focused on intentional lesson design and differentiated supports for student learning. The CAASPP Math results indicate that only 23.96% of students met or exceeded the standard in the CAASPP Math assessment for the 2022-23 academic year. This suggests a significant gap in Math proficiency among students and highlights an area for ongoing improvement for the District.

The capstone program was fully implemented at all schools. The performance task assessments for ELA take into account the necessary support for all student groups (low income, foster youth, English learners (plurilingual), Hispanic/Latino, homeless youth, and students with disabilities), so that they can demonstrate what they know and are able to do. Student engagement with performance task assessments was

supported with appropriate scaffolding by their teacher(s). CAASPP ELA results indicate that 42.64% of students met or exceeded the standard in the CAASPP ELA assessment for the 2022-23 academic year. This data indicated on-going need for improvement. Improving achievement results for all students, with an even greater emphasis on improving achievement results for low income, foster youth, English learners (plurilingual), Hispanic/Latino, homeless youth, and students with disabilities are a priority.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material difference in Goal 1 are as follows:

Action 1.2 Effective instruction- Estimated actuals were less than budgeted expenditures because of reduced need for induction coaches to deliver coordinated coaching and support for teacher induction. Additionally, the Site Leadership Team (SLT) release period reduced the need for substiute coverage for teacher leaders receiving professional learning during the school day.

Action 1.3 Instructional materials- Estimated actuals were less than budgeted expenditures because adoption of science instructional materials and Instruction Materials Review Committee (IMRC) processess, pilots, and approvals are still in progress, estimating the adoption to take place by July 1, 2024.

Action 1.9 Post-secondary readiness- Estimated actuals were less than budgeted expenditures because of fewer staff tied to this action and a reduction in paid partnerships. The Community school model along with the AIME partnership have garnered services that do not have an impact to the budget.

Action 1.10 Reduction of class size, hiring and retaining teachers- Estimated actuals exceeded the budgeted expenditures due to higher than anticipated staffing costs, resulting from negotiated pay increases and the number of teachers above the districts obligated staffing numbers.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LCAP contributing actions implemented to support Goal 1 continue to demonstrate efficacy as demonstrated by the associated metrics. The planned actions encompass a comprehensive approach to fostering college, career, and life readiness through the implementation of the 5 Cs, addressing the diverse needs of students and providing them with the necessary support and opportunities for success.

However, while the District has made commendable progress in various aspects of post-secondary and career readiness, including high graduation rates, post-secondary enrollment, and CTE pathway completion, there are notable areas for improvement among student subgroups. Therefore, improving achievement results for all students, with an even greater emphasis on improving achievement results for low income, foster youth, English learners (plurilingual), Hispanic/Latino, homeless youth, and students with disabilities are a priority.

While each action may have varying degrees of effectiveness, collectively, they contribute significantly to ensuring that all students demonstrate college, career, and life readiness through the implementation of the 5 Cs. The effective implementation of these actions has led to improved outcomes and better preparation for students' college, career, and life readiness, and success.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A greater emphasis on improving the achievement results for low income, foster youth and English learners (plurilingual) students led to the revision of LCAP Goal 1 to read as follows: Through a Whole Child approach, all students, with specific attention to our district's students who are low income, foster youth and EL (plurilingual), will be college, career, and life ready by successfully demonstrating 21st Century Skills, Youth Voice and Purpose, and Technical Skills. The revised goal reflects a comprehensive approach to preparing students for college, careers, and life success, while also addressing the diverse needs and backgrounds of students within the district. By focusing on the whole child, promoting equity, and emphasizing a range of essential skills, the goal sets a stronger foundation for educational planning and improvement efforts.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Provide meaningful educational engagement opportunities for all parents and families to advocate for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Schools are inviting for parents and families	LCAP Parent survey- 82% feel the school is inviting	LCAP Parent survey- 78% feel the school is inviting	LCAP Parent survey - 80.1% feel the school is inviting	LCAP Parent survey - 94% feel the school is inviting	LCAP Parent survey- 87% feel the school is inviting
Attendance at family engagement events	Coffee w/ Principal- 20 participants per event Parent Learning Walks- 20 participants per event Parent Leadership Academy- 15 parents complete from each site	Total Parent Participants in workshops/meetings- 28,640 Total Families served via food/care packages- 20,353	Total Parent Participation in workshops/meetings- 15,909 Total Families served via food/care packages- 12,538	Total Parent Participation in workshops/meetings- 14,651 Total Families served via food/care packages- 9,086	Total Parent participants in workshops/meetings- 32,000 Total families served via food/care packages- 22,000
Promote parental participation in programs for individuals with exceptional needs	Parent Leadership Academy for SWD- 10 parents complete from each site	Parent participants in NOCE workshops- 0 Parent participants in quarterly SYS presentations- 0	Parent participants in NOCE workshops- 123 Parent participants in quarterly SYS presentation- Not available	Parent participants in NOCE workshops- Not available Parent participants in quarterly SYS presentation- Not available	Parent participants in NOCE workshops- 75 Parent participants in quarterly SYS presentations- 100

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family knowledge of graduation requirements	LCAP Parent survey- 84% state they understand the graduation requirements	LCAP Parent survey- 88% state they understand the graduation requirements	LCAP Parent survey- 90.4% state they understand the graduation requirements	Survey question removed from 24-26 LCAP survey	LCAP Parent survey- 90% state they understand the graduation requirements
Family knowledge of Anaheim Union Educational Pledge	LCAP Parent survey- 73% state they are familiar with the Pledge	LCAP Parent survey- 78% state they are familiar with the Pledge	LCAP Parent survey- 80% state they are familiar with the Pledge	LCAP Parent survey- 86.7% state they are familiar with the Pledge	LCAP Parent survey- 80% state they are familiar with the Pledge
Parent input in decision making	LCAP Parent survey participants- 5,975 LCAP Stakeholder engagement participation- 114	LCAP Parent survey participants- 4,836 LCAP Stakeholder engagement participation- 138	LCAP Parent survey participants- 3,764 LCAP Stakeholder engagement participation- 64	LCAP Parent survey participants- 2,545 LCAP Stakeholder engagement participation- 54	LCAP Parent survey participants- 6,500 LCAP Stakeholder engagement participation- 150

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal reflects the District's commitment to supporting family and community engagement. The District's family and community engagement efforts are approached through a Community Schools model of equity to ensure families' assets and needs are elevated and supported. The metrics (measuring and reporting results) reflect a considerable level of participation, with a high percentage of parents and families feeling welcomed by the school and actively participating in workshops and meetings, which demonstrates that the contributing actions were effective and continue to be relevant in addressing the goal.

Targeted strategies were employed to reach parents and families of low income, foster youth, and English learners (plurilingual) students. Initiatives included Ready Set Go workshops, Disciplina Positiva parenting workshops, Parent Leadership Academies, Parent Learning Walks, and mindfulness practices. In the Fall of 2023-24 year 14,651 parents and families participated in workshops and/or meetings.

Family and Community Engagement Specialists (FACES) and translators offered language-appropriate support and programming for low income, foster youth, and English learners (plurilingual) students and their families. The district communicates regularly with families in various languages and formats, providing multiple opportunities for input through committees such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Site level Community School Steering Committee, Parent Teacher Students Association (PTSA), District level Community Schools Steering Committee, District English Learner Advisory Committee (DELAC), and Superintendent Parent Advisory Committee (SPAC). Over 2,500 parents responded to the annual Local Control and Accountability Plan (LCAP) survey and 165 parents and families participated in one or more of the LCAP Focus Group meetings. The high number of families served via food/care packages also demonstrates the effectiveness of this action in reaching parents, families and the community.

The actions will continue to aim to align community resources and instructional practices, partnering with students, families, teachers, school staff, and community partners to improve student outcomes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material difference in Goal 2 are as follows:

Action 2.1 Increase parent engagement- Estimated actual exceed budgeted expenditures due to higher than anticipated staffing costs, resulting from negotiated pay increases.

Action 2.2 FACES support- Estimated actual exceed budgeted expenditures due to higher than anticipated staffing costs, resulting from negotiated pay increases.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LCAP contributing actions to support Goal 2 continue to prove effective with increasing parent engagement, as evidenced by the high participation rates in workshops and/or meetings and positive feedback from the LCAP Parent survey. These actions were highly effective in providing language-appropriate support and programming for low income, foster youth, English learner (plurilingual) families. The provision of support services, such as food/care packages, demonstrated tangible assistance to the community, contributing to improved access to school and community resources.

Fully engaging parents of Students With Disabilities (SWD), continues to be an area of great importance, and requires closer attention as indicated by the lower participation rates in the metrics related to SWD engagement. To increase efforts to establish family engagement opportunities for SWD families, potential challenges such as communication and/or resource constraints will be evaluated in order to reach the District's desired outcomes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A greater emphasis on improving the achievement results for low income, foster youth and English learners (plurilingual) students led to the revision of LCAP Goal 2 to read as follows: Through a community school's approach, co-create and provide meaningful culturally and linguistically responsive educational opportunities for all parents and families to advocate for the assets and needs of all students, with specific attention to our district's students who are low income, foster youth, and EL (plurilingual). The revised goal reflects a collaborative approach to involving parents and families. By taking a community school's approach where students, staff, and families are connected and work together to expand opportunities and address the assets and needs of the whole child, the District believes that all students will be able to thrive and realize their unlimited potential.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Provide and nurture a safe, reflective, responsive, and positive school culture.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School facilities are maintained in good repair	All facilities are in good repair as documented by the Facilities Inspection Tool	All facilities are in good repair as documented by the Facilities Inspection Tool	All Facilities are in good repair as documented by the Facilities Inspection Tool	All Facilities are in good repair as documented by the Facilities Inspection Tool	All facilities are in good repair as documented by the Facilities Inspection Tool
Attendance rate	95.2% attendance rate (2019-20)	93.5% attendance rate (2021-22)	91% attendance rate (2022-23)	91.3% attendance rate (2023-24)	96.5% attendance rate
Chronic absenteeism rate	District- 9.2% SED- 9.3% EL- 15.5% SWD- 17.8% FY- 19.9% Locally calculated for 2019-20	District- 12.9% SED- 15% EL- 25.3% SWD- 25.4% FY- 33.3% 2020-21	District- 22.4% SED- 26.3% EL- 28.6% SWD- 36% FY- 42.6% 2021-22	District- 25.6% SED- 28.7% EL- 35.7% SWD- 40.4% FY- 46.5% 2022-23	District- 8% SED- 8% EL- 10% SWD- 12% FY- 14%
Middle school dropout rate	.003% (2019-20)	.00003% (2020-21)	.00004% (2021-22)	.0006% (2022-23)	Less than .5%
High School dropout rate	3.2% (C/O 2020)	2.9% (C/O 2021)	2.92% (C/O 2022)	4.1% (C/O 2023)	2.5%
Suspension rate	District- 1.9%	District- N/A	District- 2.7%	District- 3.8%	District- 1.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED- 1.9% EL- 5% SWD- 3.4% FY- 7.9% Locally calculated for 2019-20	SED- N/A EL- N/A SWD- N/A FY- N/A Not applicable for 2020-21 due to distance learning	SED- 3.3% EL- 4.9% SWD- 5.2% FY- 11.7% 2021-22 (CA School Dashboard)	SED- 4.4% EL- 6.5% SWD- 5.5% FY- 13.7% 2022-23 (CA School Dashboard)	SED- 1.9% EL- 3% SWD- 3% FY- 5%
Expulsion rate	Less than .5%	Not applicable for 2020-21 due to distance learning	0.00% (2021-22)	0.00% (2022-23)	Less than .5%
Student knowledge of mental health support	LCAP Student survey- (2020-21) 63% state they know where to get social-emotional and mental health support	LCAP Student survey- (2021-22) 63% state they know where to get social-emotional and mental health support	LCAP Student survey- (2022-23) 53% state they know where to get social-emotional and mental health support	LCAP Student survey- (2023-24) 83% state they know where to get social-emotional and mental health support	LCAP Student survey- 80% state they know where to get social-emotional and mental health support
Students receiving direct services	Social workers- 2100 students	Social workers- 3163	Social workers- 3634	Social workers- 3561 students (Fall 2023-24)	Social workers- 2000 students
Sense of safety	LCAP Student Survey (2019-20) 54% state they feel safe while at school	LCAP Student Survey- (2021-22) 59% state they feel safe while at school	LCAP Student Survey- (2022-23) 52.4% state they feel safe while at school	Not available (LCAP survey will be administered in the Spring 2024)	LCAP Student Survey (2019-20) 70% state they feel safe while at school
Sense of school connectedness	LCAP Student Survey- (2020-21)	LCAP Student Survey- (2021-22)	LCAP Student Survey- (2022-23)	LCAP Student Survey- (2022-23)	LCAP Student Survey-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	57% state they feel connected to their school	58% state they feel connected to their school	50.4% state they feel connected to their school	87% state they feel connected to their school	65% state they feel connected to their school
	73% state they have an adult they can approach	56% state they have an adult they can approach	50.9% state they have an adult they can approach	69% state they have an adult they can approach	85% state they have an adult they can approach

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

This goal reflects the District's commitment to positive and safe learning environments that support the whole child. The district made significant strides in promoting a safe, reflective, responsive, and positive school culture through various actions outlined in Goal 3 of the LCAP.

The district achieved a commendable attendance rate of 91.3%, but chronic absenteeism rates remained a concern, especially among English learners (plurilingual), students with disabilities (SWD), and foster youth. While efforts were made to identify and support students with truancy issues, more targeted interventions are necessary to address the needs of these student groups.

The implementation of programs to support student well-being, including MTSS and restorative practices, demonstrates a proactive approach to addressing mental and behavioral health needs. However, the suspension rates, particularly among foster youth, indicate an ongoing need to engage our foster youth.

The increase in students receiving direct social-emotional and mental health services indicates a need to maintain actions that pertain to social-emotional and mental health services. The District experienced close to 1500 more students recieving direct services from the baseline data, which is an approximate 170 percent increase of students seen.

The District's initiatives to support foster youth and McKinney-Vento students address various aspects of their academic and social-emotional needs. The District will continue with its focus on increasing course selection, providing additional resources, and fostering mentoring relationships for foster youth. Additionally, the District will identify additional support and alternative disciplinary approaches to address the high suspension rates among foster youth students.

The District will take a more targeted approach in addressing chronic absenteeism and reducing suspension rates. Continued collaboration between district administrators, staff, and community partners will be essential to building on successes and addressing remaining areas for improvement in the upcoming year. Overall, the identified metrics demonstrate that through the contributing planned actions the District has made progress in fostering a positive school culture and student well-being. The actions will continue for the 2024-25 year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material difference in Goal 3 are as follows:

Action 3.1 Improve attendance and Action 3.2 Mental and physical health- Estimated actual expenditures are less than budgeted expenditures due to lower than expected staffing costs due to staffing shortage and/or turnover.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, several actions were implemented to achieve Goal 3: Provide and nurture a safe, reflective, responsive, and positive school culture.

Improving attendance continues to be an action that the District will work towards. As well as the chronic absenteeism rates, which remained high, especially among subgroups such as English learners (plurilingual), students with disabilities (SWD), and foster youth. Despite efforts to identify and support students with truancy issues, more targeted interventions are needed to address chronic absenteeism effectively.

The action supporting social-emotional and mental health was largely effective in promoting student well-being. The implementation of programs such as MTSS and restorative practices have contributed to positive school culture across the district. While suspension rates remain a concern, the increase in students receiving direct socio-emotional and mental health services is a positive indicator of progress.

Foster youth supports were largely effective in providing academic and social-emotional support. Initiatives such as increasing course selection, providing additional resources, through site level social workers has contributed to increased student engagement and academic achievement. Transportation services for these students further supported their access to educational opportunities.

The LCAP contributing actions to support Goal 3 will continue to aim to improve attendance, counseling support, social-emotional and mental health services and targeted support for foster youth students to improve student outcomes. These actions will contribute to the district's goal of fostering a safe and positive school culture. The District will continue its collaboration between education partners and ongoing monitoring to further advance towards this goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A renewed focus on enhancing academic outcomes for low income, foster youth, and English learner (plurilingual) students prompted the revision of LCAP Goal 3, and the goal now reads: Provide and nurture a safe, positive, and inclusive school culture that is responsive to the assets and needs of all students, with specific attention to our district's students who are low income, foster youth and EL (plurilingual).

The District will also ensure that the metrics for this goal are broken down by the unduplicated subgroups. For the 2023-24 year the District administered what will be an annual culture and climate survey to students to gather their perception on Belonging, Connection, Engagement, Self-Awareness, Self-management and Well-being. Data from the survey will be reflected in the metrics moving forward.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Anaheim Union High School District	Roxanna Hernandez, Ed.D. Director, Learning and Development	hernandez_r@auhsd.us 714-999-3579

Plan Summary [2024-25]

General Information

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

The Anaheim Union High School District (AUHSD), founded in 1898, is an urban secondary school district with a student population of approximately 27,748. The District covers 46 square miles and stretches across the cities of Anaheim, Cypress, Buena Park, La Palma, and Stanton. Students span grades seven through twelve, speak sixty-six different languages in their homes, attend twenty campuses, and come to us from five feeder-elementary school districts. In AUHSD 78.2% of students are low income, as indicated by participation in the National School Lunch Program, 21.5% are English learners (plurilingual), and 0.5% are foster youth students. The demographic profile also indicates the following regarding student groups: 69.7% Hispanic, 13.4% Asian, 7.9% White, 3.9% Filipino, 2.1% Black/African-American, 2% two or more races, 0.4% Pacific Islander, and 0.4% American Indian/Alaskan Native.

AUHSD is proud to be a 2024 California Democracy School District, have five California Distinguished Schools, two National Blue Ribbon Schools, two Green Ribbon Award schools (green and silver), and thirteen California Gold Ribbon schools. Additionally, twenty schools are designated California Democracy schools and nine of those have been recognized with the California Civic Learning Award of Excellence.

California State Board of Education approved the first round of grants out of the California Community Schools Partnership Program (CCSPP). In 2021-22 AUHSD became the proud recipient of over $23 million in implementation grant funding for eleven schools and two existing community schools. In 2022-23 two additional AUHSD schools became recipients of the CCSPP grant. Our family and community engagement has been enhanced with our now 15 AUHSD schools funded through the CCSPP grant as Community Schools. The AUHSD community schools approach creates a safe place at the heart of a community where students, families, educators, and staff are connected, as well as work together to expand opportunities and address the needs of the whole child. This approach, along with added staff, is allowing us to enhance our efforts to engage all families by increasing programming and services through a tiered system that is responsive to our community needs. All AUHSD schools implement a variety of programs focused on developing collaboration, creativity, critical thinking, communication, and compassion. These 5 Cs help drive diverse academic programming including career pathways, dual language immersion, dual enrollment with community colleges, advanced placement classes, and visual and performing arts programs. In AUHSD, we believe that students develop the 5 Cs through explicit instruction, consistent and intentional opportunities for practice, and reflection.

AUHSD Vision
To create a better world through Unlimited You.

AUHSD Mission
The Anaheim Union High School District, in partnership with the greater community, will graduate socially aware, civic-minded students who are life ready by cultivating the soft and hard skills.

AUHSD Core Values
We believe in and model the 5 Cs: collaboration, creativity, critical thinking, communication, and compassion.
We believe that education must work for students and not the other way around.
We believe in an assets-based instructional approach focused on our community's strengths and in nurturing everyone's potential.
We believe in moving the needle toward equity and justice.
We believe that our vision, mission, and core values are delivered primarily through instruction.
We believe in systems not silos.
We believe public schools should enhance and strengthen democracy through cultivation of student voice and problem solving.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Student performance levels in English Language Arts (ELA) for 2022-23, based on the California Dashboard indicates that 42.64% of students met or exceeded standard. The data analysis demonstrates that this is an area of needed growth for all students, with an even greater emphasis on improving achievement results for those with a Red indicator, which includes English learners (plurilingual), foster youth,

Hispanic/Latino, homeless youth, socioeconomically disadvantaged, and students with disabilities. To support the achievemenet in this area the District has developed a structure that allows us to think differently and more deeply about how to center the three main components of the Career Preparedness Systems Framework: Technical Skills, 21st Century Skills (Soft Skills), and Student Voice & Purpose, into the educational experiences of ALL students. AUHSD has developed and implemented the capstone program over the last two years, which is anchored by a system of performance task assessments that allow students to develop technical skills, soft skills, and voice. The capstone program, was developed by each school as a means to enact its unique vision and values, and it outlines the ideal student experience for its school community. The capstone is a promise to AUHSD students -- the promise that AUHSD will deliver thoughtful, relevant, engaging experiences to prepare all students for meaningful, purposeful lives. AUHSD continued the implementation and refinement of the capstone program during the 2023-24 year. During year two of implementation, the District continued to support release periods for site's School Leadership Teams (SLT) to help refine performance task assessments and teacher professional learning on embedding student voice, the 5 Cs, and technical skills into performance task assessments. Additionally during year two the district ensured that reflection is a part of the learning process, focused staff on using data to adjust performance task assessments to provide support for all student groups, and focused support on teachers identifying authentic audiences for performance task assessments. These efforts will continue during the 2024-25 year.

The district is committed to providing a comprehensive and rigorous math program with instruction. Based on the California Dashboard data for 2022-23, 23.96% of students met or exceeded standard. The student groups that fell in the Red, includes English learners (plurilingual), Hispanic/Latino, homeless, and students with dissabilities. AUHSD is focused on developing critical thinking, problem-solving skills, and a deep understanding of mathematical concepts and prioritizes a holistic understanding of mathematics that emphasizes real-world applications, creativity, and collaboration. Through Performance Task Assessments, teachers are working to create authentic mathematics experiences in their classrooms, that often are left out of traditional mathematics curriculum and to celebrate the rich and vibrant communities that support students and their lived experiences. This year and continuing next year teachers aim to foster a growth mindset in all students for the foundational development of lifelong learning skills. Particularly, as teachers develop these experiences for students to apply their mathematical knowledge, they are encouraged to use the Innovation Design Template to help them intentionally build in supports for English learners (plurilingual), Hispanic, homeless, and students with disabilities. AUHSD is continuously evaluating and refining math instruction to ensure that all students receive the support they need to succeed.

The district currently has several ongoing opportunities for teachers to engage in professional development regarding mathematics instruction and promoting student achievement, including but not limited to: monthly mathematics learning labs, book studies of research based instructional strategies, monthly department chair workshops, regional and national conferences, and ongoing professional learning communities at each of our sites. The Mathematics Learning Labs are structures created by AUHSD Mathematics teachers and were developed with the inclusion of evidence-based practices that include reflection, class observation with a focus on the Standards for Mathematical Practice and student-centered learning, as well as the study of articles and videos from experts in the field. Through collaboration with the teacher leaders, many of whom participated in fellowships and grants to embed research into their instructional practices and to build their capacity in supporting other educators, our teachers have a consistent community of support as they evolve their instructional practices. There is an intentional effort during the Mathematics Learning Lab workshops to reflect on practices to support English learners (plurilingual), Students with Disabilities, foster youth, Hipanic and homeless youth. Central to this work is building teacher capacity to structure learning that is student-centered, focused on dialog and discussion, and helps students to develop transference of knowledge between different mathematics concepts. Resources used for this work include the AUHSD LCAP recommendations for English learners (plurilingual), Students with Disabilities, and Foster Youth. Additionally, AUHSD offered co-teaching workshops specific to

mathematics educators to encourage teachers serving Students with Disabilities and English learners (pluilingual) to continue to evolve the embedded supports they provide for mathematics instruction.

The district has also purchased several online tools and resources to assist in providing additional instructional support for each student's mathematics journey. This includes online components for the Math 7 and Math 8 instructional materials for the junior high school sites and online components for Math I, Math II, and Math III at the high school sites. The online components include guided support and practice for students to continue developing their skills. The district is also currently engaged in a grant with the County Office and a research partner to provide professional learning for teachers to support Female and Latinx students in developing STEM identities through mathematics and science courses. This grant includes three of our high school sites: Anaheim High School, Loara High School, and Cypress High School.

Anaheim Innovative Mentoring Experience (AIME) program has provided over 18,000 career mentoring and internship experiences to AUHSD students through a tiered mentoring program, which allows for a variety of corporate and community partners to participate in making a difference in the lives of students. Over 90 different corporations, community based organizations and non-profits serve as partners. Students benefit from mentoring experiences that help them to prepare for the demands of college and career in an authentic environment. Through the hiring of a Career Readiness and Work-based Learning Specialist the coordination, implementation and expansion of high quality CTE programs has continued through out the district. The Career Readiness and Work-based Learning Specialist assist the site level work-based learning coordinators in promoting AIME program events, and support and target access for unduplicated students. In the 2024 LCAP survey 88% of staff agree that their school site encourages students to explore diverse career options, and a combined 97% of students state that exploring diverse career options has made them feel confident, content, and/or excited about their future.

Civic engagement and learning plays a prominent role in the District. Over 76% of staff agree that they have facilitated a civic engagement activity with their school site, which might include AUHSD TalkS, Soapbox speeches, civic inquiry, and/or community service. Twenty schools have been designated California Democracy Schools, which demonstrates their commitment to time, resources, policies, and expertise to institutionalize high quality civic learning to prepare students for civic life in the 21st century. Nineteen sites have been recognized with California Civic Learning Awards. Nine sites (Cypress High School, Lexington Junior High, South Junior High, Savanna High School, Katella High School, Walker Junior High, Dale Junior High, Gilbert High School and Kennedy High School) have been awarded the Civic Learning Award of Excellence, the highest honor in California. In 2024 the District was named a Califonia Democracy School District, the only school district to earn this prestigious distinction.

AUHSD offers Dual Language Immersion (DLI) at three feeder patterns: Global Leadership and Language Academy at Brookhurst JHS/Savanna HS; Spanish Dual Language Academy at Sycamore JHS/Anaheim HS; Vietnamese Dual Language Immersion Academy at Dale JHS/Magnolia HS. AUHSD successfully implemented Spanish Dual Language Immersion at South JHS in fall of 2023 with two full classes and at Katella HS in fall of 2025. Over 100 educators visited Sycamore Junior High School and Anaheim High School for the 2024 CABE Secondary DLI Site Visits. For the 2024 CABE Conference Newcomer and Long Term English Learner (LTEL) Site Visits, 50 educators were welcomed at South Junior High and Katella High School. AUHSD also presented in over 20 sessions at the 2024 CABE Conference. AUHSD's Director of Plurinligual students was awarded the distinction of CABE District Administrator of the Year (2024).

The Magnolia Agriscience Community Center (MACC) is an urban agricultural oasis that was built on the Magnolia High School campus. The MACC educates students, families, and the community about sustainable agricultural practices, nourishment, and community building. AUHSD students have an opportunity to learn NGSS Human Impact standards as well as CA Environmental Principals and Concepts during

learning lab field trips to the MACC, geared towards 7th and 9th grade students. These field trips began in the Spring of 2022 and to date over 2,600 students have participated. The students create capstone projects during their human impact unit (typically taught in the spring semester) that incorporate civic engagement projects around environmental justice issues. Additionally, community members have an opportunity to learn about nutrition, environmental sustainability, and ways to grow their own food during MACC farm educational opportunities offered in collaboration with the community schools coordinator and FACES. The MACC has hosted 8 Farm to Table events with the community with over 732 attended, they hope to host an additional 4 community dinners for the coming 2024-25 year. This year Magnolia High School was named a 2024 California Green Ribbon School Awardee (Silver) for the work taking place thtough the MACC. For Summer of 2024 the MACC has a work based experince in collaboration with the City of Anaheim planned. The work based summer experience will allow 80 students to learn about regenarative farming, culinary ROP connection, Environmental Civic Action Projects, Community Public Health, and iLab Marketing and Enterpreneurship.

AUHSD Board of Trustees passed an Ethnic Studies Resolution on May 6, 2021. The District hired an Ethnic Studies curriculum specialist who has led professional learning sessions on creating new ethnic studies courses. Professional learning on new courses continued through out the school year and additional professional learning was provided to expand course offerings for the 2024-25 year. Currently, the Ethnic Studies district overview, as of May 13, 2024, demonstrates that of the eligible students in grades 9 and 10, 2005 have met the Ethnic Studies graduation requirement and 260 are in progress to meet the requirement.

The Anaheim Union Educational Pledge (The Pledge) is a intersegmental partnership developed in 2017 with Fullerton and Cypress colleges; California State University, Fullerton (CSUF); the University of California, Irvine (UCI); and the City of Anaheim, to ensure that AUHSD graduates achieve their post secondary goals. The Pledge is formalized through a series of actions spanning across these institutions. In 2018, which was the inaugural class of The Pledge, the average GPA for first year students, over the 900 undergraduate campuses was 3.15 and for AUHSD students the average GPA at UC Irvine was 3.45. In 2021, which is the most current and avaialble data for undergraduate students completing their first year, the average GPA was 3.25, and for AUHSD students at UC Irvine the average GPA was 3.46, demonstrating that AUHSD students are experiencing post secondary success. Additional successes include steady improvements in graduation rates and A-G completion. Graduation rates have remained steadfast at over 90%, greater than the State average. Additionally, A-G completion rates have increased by 11% and are above the State average. AUHSD has a 31% admission rate to UCI, while the overall admission rates are at 21%. AUHSD students also have higher persistence rates of 91.4% at UCI in comparison to the overall student population 86-88%.

For 2024-25 AUHSD will continue strengthening the connection between the students' interests & strengths to their six year plan, to course selection, and to the master schedule. The 2024 LCAP survey showed that 61% of students agree that they have reviewed their six year plan and similarly 64% of parents and families agree that they have reviewed their student's six year plan. Building a strategic system will increase students' ability to take A-G course work, complete a CTE Pathway, earn the Seal of Biliteracy or take a Dual Enrollment course, which will increase graduation rates and college and career readiness. Some next steps also include: implementation of a district-wide 6 year plan through Aeries and eKadence that ties in the student strengths assessment in Thrively, leveraging master schedule processes to ensure access for student groups in CTE, World Languages, VAPA and Dual Enrollment.

The district utilizes the data collection process to provide students a platform to express their perceptions, responses, and beliefs on school connectedness, resiliency, protective factors, and risk behaviors. AUHSD administers the California Healthy Kids Survey every 2 years and an LCAP Survey annually, which had approximately 14,862 students respond.

The following are student response rates from the 2023-2024 LCAP surveys related to school climate:
87% feel accepted at their school for who they are
79% get what they need to be successful in all of their classes or more than half their classes
81% are cared for and treated with kindness in all of their classes or more than half their classes
64% care about other students at their school
69% have at least one adult they can go to at their school to ask for help
76% reported their teachers have high expectations for them in all of their classes or more than half their classes

AUHSD focuses on the wellness and mental health of both students and staff. AUHSD continues to improve the school climate by implementing resources such as Capturing Kids' Hearts and working with restorative justice specialists to support our schools to promote skill development, self-managing classrooms, decrease discipline issues, focus on building community and fostering respect and resolving conflict. The District has Licensed Clinical Social Workers (LCSW) assigned to every school site. The LCSW's also provide support and professional development related to Mental Health/Mental Wellness to staff, students, and families.

In AUHSD, students are encouraged to have a voice and purpose. Classroom instruction focuses on the 5C's (Communication, Collaboration, Creativity, Critical Thinking, Character) and Career Preparedness Systems Framework to improve academics, increase student engagement, and increase positive behaviors. AUHSD implements Positive Behavior Intervention Supports at each school, a focus on Multi-Tiered Systems of Support, and fully implemented school safety teams. Each high school has a student ambassador that leads their respective school's Raising Students Voices and Participation (RSVP) Program. RSVP students work alongside the administration of their school and how they can make an impact on their site. Students develop self-advocacy, leadership skills, are encouraged to be civically engaged and participate in service opportunities.

AUHSD focuses efforts to ensure that students, parents, and community members feel safe at school and in our communities. AUHSD has added six School Resource Officers, increased the number of Campus Safety Aides (CSAs) district-wide, increased the number of surveillance cameras on campuses, and provided an anonymous Safety and Wellness web-based reporting platform. Additionally, consistent collaboration with city officials has improved the relationship between school site safety teams and the school community.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

AUHSD became eligible for Differnetiated Technical Assistance due to low academic indicators in English Language Arts (ELA) and Math, particularly for specific student subgroups. The identified subgroups in the RED for ELA include English learners (plurilingual), foster youth, homeless students, socioeconomically disadvantaged students, students with disabilities, and Hispanic/Latino students. For Math, the subgroups in the RED are English learners (plirilingual), homeless students, students with disabilities, and Hispanic students. Additionally, AUHSD is addressing chronic absenteeism for all students and the suspension rate for foster youth.

The district has engaged in Differentiated Technical Assistance and partenered with the Orange County Department of Education (OCDE) to provide targeted interventions for these subgroups and address the specific challenges they face. The work underway includes data analysis

and identification of assests and needs of student subgroups. The district is conducting detailed data analysis to identify specific areas for growth for each subgroup. This includes disaggregating data by subgroup to understand the unique challenges faced by English learners, foster youth, homeless students, socioeconomically disadvantaged students, students with disabilities, and Hispanic/Latino students in ELA and Math. Additionally the district is engaging the Additional Targeted Support and Improvement (ATSI) and Comprehensive Supprt and Improvement (CSI) sites in a series of professional learning and coaching in action research design. The process will include:

10 hours of in-person workshop time
~Go deep on each stage
~Identify data sources
~Apply data analysis

Zoom checkins (<30 min.) during Site Leadership Team (SLT) Core meetings
~Data collection (our team and your team)
~Data analysis presentations (brief write-ups)

Sites will develop Action plans which outline, AUHSD's Theory of Change, school's vision, Theory of Action, and objectives. Sites will work on a rationale for the plan, which makes the thought process of the SLT clear and explicit to themselves, the school, the district, and the community. They will identify objectives, which breaks the action plan into manageable pieces. They will work on task completion to achieve objectives, assigning responsibility to generates ownership, develop deadlines to mitigate non-completion, identify site and district resources which are essential to make change, and identify success signals to ensure they are making progress. This action plan will lead to the development processess of the Single Plan for Student Achievement and will help create creater alignment with the district LCAP.

Additionally, AUHSD will continue with implementing a district-wide focus on equitable grading, attendance and chronic absenteeism. All sites have convened an Attendance Committee, which meets regularly to develop and implement strategies to address chronic absenteeism for all students, including monitoring attendance data, providing outreach to families, and offering support services such as counseling, tutoring, home visits and flexible scheduling.

To address the suspension rate for foster youth students the district is implementing restorative justice practices and additional supports through our team of social workers to reduce suspension rates for foster youth. The district is working on providing on-going professional learning for staff on trauma-informed practices and effective behavior management strategies to better support foster youth.

The process of continous improvement will help monitor the effectiveness of implemented strategies through data collection and analysis. This includes tracking academic progress, attendance rates, and suspension data for the targeted subgroups. The district and the sites will regularly assess the impact of professional learning and interventions, curriculum development and make adjustments as needed to ensure continuous improvement.

AUHSD's engagement in Differentiated Technical Assistance, has provided valuable support in addressing the specific needs of subgroups with low academic indicators in ELA and Math. By focusing on data-driven decision-making, targeted professional development, inclusive curriculum updates, and comprehensive support programs, the district is committed to improving outcomes for all students. The collaborative

efforts between the district, school sites, edcational partners, and OCDE ensure that AUHSD remains responsive to the assets and needs of its diverse student groups.

Additional strategic goals and objectives include:
~Deepen the Anaheim Collaborative: Increase coherence and reduce education system fragmentation with all partners' input.
~Expand the Capstone: Ensure every AUHSD student develops technical and 21st-century skills through Performance Task Assessments.
~Use Metrics: Measure the 5Cs and align accountability and instruction to prepare students for global society and economy. (UCI Reflection & eKadence Community Hub). Increase student internships by 50% by 2027.
~Build a System of Leading Teachers: Develop a professional learning community to share expertise and uplift evidence of impact. (eKadence Community Hub / Social network)
~Development of the AI-informed tool needs community input and continuous support to transform teaching and learning practices.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The following schools within AUHSD have been identified eligible for Comprehensive Support and Improvement (CSI)

Junior High Schools:
Ball Junior High
Dale Junior High
South Junior High

High School:
Gilbert High School (Continuation)

Support for Identified Schools

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

The District has and will support the identified school sites in developing their school action plan by implementing a series of professional learning and coaching session with the Site Leadership Teams. District-wide needs and assets surveys with disaggregated data by school site will be conducted to provide useful feedback regarding academic achievement, attendance, socioemotional needs of students and families. This will allow for a deeper undrstanding of the school context, help facilitate development of a clear strategy, facilitate indentification of clear implementation steps, and facilitate creation of a practical action plan to address root causes. The Comprehensive Support and Impovement (CSI) eligible school sites will incorporate this feedback loop to uncover and address resource disparities and implement an action plan.

The school leadership team under the direction of the principal will meet regularly to address the needs of their school and implement their plan. These processes are supported by District Administrators who meet with the identified sites on a regular basis. The school leadership team is further informed by District Task Forces in the areas of English learners (plurilingual), students with disabilities (SWD), foster youth, attendance, and discipline. These task forces recommend evidence-based interventions and best practices for all schools. The school has a dedicated team for these student groups who works to implement these recommendations and inform the leadership team.

For the 2024-25 year the District will work closely with the identified schools to conduct a comprehensive needs assessment. This assessment will aim to identify the specific challenges and areas requiring improvement. It will involve gathering data on student performance, school culture, staff capacity, and other relevant factors. The District will use various tools, including the Resource Equity Diagnostic Tool, Theory of Action processes to assess whether there are any resource inequities affecting the school's ability to provide quality education to all students. The District and school leadership team under the direction of the principal will meet regularly and provide guidance on examining budget allocations, access to technology and instructional materials, teacher qualifications, class sizes, and other factors that can impact educational opportunities for different student groups. These practices will assist the school with interpreting the results, and understanding the implications of resource disparities.

If and when any resource inequities are identified through the needs and assets assessment and diagnostic tool, the District will support the school in developing evidence-based interventions to address these inequities. These interventions will focus on providing targeted resources and support to students who need it the most, ensuring equal access to opportunities, and improving teaching and learning conditions.

Monitoring and Evaluating Effectiveness

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

The school site action plans are a comprehensive strategy that incorporates evidence-based interventions to improve student outcomes and address resource inequities. The District will closely monitor and offer ongoing support during the implementation process, ensuring that the school site's plans are effectively put into action. Additionally, to ensure the success of the CSI plans and the equitable distribution of resources, the District will collect data on the effectiveness of interventions, assessing whether resource inequities are decreasing, and making adjustments as necessary.

The District will provide professional learning and coaching opportunities for school leaders and staff to build their capacity in recognizing and addressing resource inequities. Training will focus on equity-centered practices, data analysis, and resource allocation strategies. The District will help the school in understanding and addressing resource inequities through data-informed decision-making, evidence-based interventions, and continuous improvement efforts. By providing guidance, tools, and ongoing support, the District will help the school sites create more equitable learning environments for all students.

District administrators will monitor the implementation of the school site's action plans by meeting with the site during the first quarter of the 2024-25 year to review their SPSA and current implementation. This meeting will also allow the school and District to adjust any planned activities based on the most current data available. Additionally, the sites will report out to the District on the progress of the school's SPSA,

English learner action plan, students with disabilities and foster youth action plan. This will occur once each semester. The site principal will be assigned a District level coaching administrator to further assist and ensure consistent implementation of the school's plan.

Working with the District's Education Division, the sites will review data points such as grade distributions, credit completion, attendance, student academic progress, and engagement in intervention opportunities to determine effectiveness. This information will be shared within the school leadership team and site level task force meetings.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
LCAP Educational partner engagement - Surveys (inclusive of students, parents and families, staff, and community partners)	The LCAP stakeholder input process began with surveys completed by students, parents and families, staff, and community members. The District received a total of 18,831 responses. Student responses receieved from across the Ditricts were 14,862, 2,545 responses were from parents and families, 1,398 responses from staff and 26 from community members. The surveys, were completed in February 2024, and data was shared and incorporated into the educational partner engagement process, which consisted of five meetings that occurred from February to May 2024.
LCAP Steering Committee Meetings	Five steering committee meetings were held to oversee the LCAP process, plan engagement meetings, consult with necessary partners, and debrief the findings from the educational partner engagement meetings. The LCAP Steering Committee was comprised of the Assistant Superintendent of Educational Services, the Executive Director of Educational Services and representatives from the following groups: directors, coordinators, principals, assistant principals, counselors, curriculum specialists, teachers, classified staff, students, parents and families, community members, and representatives from local bargaining units. The LCAP Steering Committee meeting dates were as follows: January 25, February 15, March 7, April 4, April 8, and April 22, 2024.
LCAP Orientation Workshops	Two parent and family LCAP orientation workshops were held on January 23, 2024 for Spanish speaking parents and families, and January 25, 2024 for all parents and families. We aslo held two seperate student LCAP orieatation workshops on the same dates.

LCAP Educational Partner Engagement (inclusive of students, parents and families, community partners, teachers, principals, adminitrators, and other school personnel)	The educational partner engagement process consisted of five meetings that occurred from February to May 2024. Three of the meetings were conducted in focus groups, and the other two meetings were held at-large all meetings included student, parents and families, staff, and community partners. The District provided transportation/bussing to allow for more student and parent and family engagement in the process. Four focus groups, structured around the eight State Priorities, were created to help guide the work that was completed during the engagement meetings. Focus group members concentrated on conducting a needs gap analysis on the Goals, Actions, State priorities and tied metrics. Consequently, draft recommendations that were related to the State Priority(ies) assigned to their focus group were developed. Each focus group consisted of equal represenation of educational partners. Focus group members examined and refined LCAP priorities through the lens of the State Priority to which they were assigned. This year the focus groups also provided input on updating the existing LCAP Goals and the Steering Committee worked on refining those goals to reflect
Greater Anaheim Special Education Local Plan Area (GASELPA)	The Special Youth Services director consulted with the Greater Anaheim SELPA administrator to ensure the LCAP addressed any areas of need particular to students with disabilities. This additional input further informed the recommended actions to be implemented in the LCAP. Consutation date were January 19, February 16, March 22, and April 16, 2024.
District English Learner Advisory Committee (DELAC)	The District presentations and input workshops were provided to the DELAC. LCAP orientation and infomation workshops took place Septembe 15 and October 17. Followed by LCAP input meetings on January 23 and March 5, 2024.
Superintendent's Parent Advisory Committee (SPAC)	District administrators also met separately with the Superintendent's Parent Advisory Committee (SPAC) through out the year.
Equity Multiplier Educational Partner Input	The District held consultation meetings from members of each school site receiving Equity Multiplier funds on the following dates: October 23, 2023; February 27, April 2, May, 7, May 8, May 9 and May, 14, 2024.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback, ideas, and recommended priorities for the development of the Local Control and Accountability Plan (LCAP) were gathered via an online LCAP survey with 18,831 responses and various in-person focus group meetings inclusive of education partners, directors, coordinators, principals, assistant principals, counselors, curriculum specialists, teachers, classified staff, students, parents and families,

community members, and representatives from local bargaining units. The breakdown in education partner engagement attendees is as follows: 165 parents and families, 249 students, 247 staff, and 11 community members attended one or more LCAP Educational Partner Engagement focus groups and/or whole group meetings. This rich data was utilized to inform the LCAP. Listed below is a summary of the feedback provided, recommended priorities and commendations made from the AUHSD Educational Partner engagement processes.

Feedback from the LCAP survey indicated that 90% of parents and families agree that their student's teachers include the 5Cs in their activities and lessons, and similarly 93% of students agree that their teachers include activities and lessons which incorporate the 5Cs. 88% of staff agree that their school site encourages students to explore diverse career options. In terms of being aware of the dual enrollment college opportunities offered at each school, which allows students to take college courses for both college and high school credit 83% of students agree and 82% of parents and families also agree that these opportunities are offered to students at their school sites. This information in addition to the feedback provided at the Education Partner engagement meeting led to the Steering Committee's revision of LCAP Goal 1 to include a whole child approach in ensuring students "will be college, career, and life ready by successfully demonstrating 21st Century Skills, Youth Voice and Purpose, and Technical Skill."

Recommendations from the DELAC included continuing to strengthen building parent leadership capacity and continue to promote inclusive, engaging environment for English learner (plurilingual) and newcomer students through:
~strengthening ELACs at the school sites, organize DELAC/ELAC collaboration with other parent groups and community organizations and engage in articulation with feeder DELAC/ELACs
~supporting and understanding Career Preparedness Systems Framework via parent learning walks and capstone portfolio interviews
~invite guest speakers/role models (i.e. communityt members and former EL students) to classrooms, schools, district events
~continue to provide training to parents and staff on mental health, socio-emotional needs, and cultural competencies
~continue to create more awareness around the needs of special education students
~continue encouraging work aroung the BELIEF modules, EL Shadowing, EL Toolkits, Project LEARN and increasing teacher capacity to decrease the opportunity gap and increase the access and success of English learner (plurilingual) students.

Through the recommendations of the DELAC and the focus group input all District LCAP Goals emphasize providing "specific attention to our district's students who are low income, foster youth, and EL (plurilingual). Additionally, the District is committed to amplifying student and community voice through a community school approach model, which may include community voice cirlcles to listen and capture the experience of students and families, centering the classrooms and the perfomace task assessments around the community schools approach and expandig horizons through dynamic partnerships.

The LCAP survey also provided feedback on the efforts to engage and keep parent and families informed. 94% of parents and families agree that their school makes efforts to keep them informed about important issues and events. Parents and families also responded that their student's teachers have communicated with them through the following ways: 75% via email, 43% via Aeries, 33% via text messaging, 21% via phone calls, and 12% in person. When asked if parent events at their student's school are relevant, which might include Coffee with the principal, Parent Leadership Academies, Parent Learning Walks and informational worshops 85% agree that they are relevant. The feedback and input provided by parents and families led to the revision of LCAP Goal 2, which now emphasizes co-creating educational opportunities for all parents and families, through a community school's approach, and providing meaningful culturally and linguistically responsive educational opportunities to advocate for the assets and needs of all students.

The LCAP survey also reflected that 83% of students agree that they know where to seek mental health support, if needed (i.e. school counselor, social worker, psychologist). In terms of students who feel a sense of belonging and feel respected, accepted, and supported by teacher and peers, 87% of students agree that they feel accepted at school for who they are. When it comes to connection, students who are connected believe adults and peers in the school care about their learning as well as them as individuals, 69% state they have at least one adult in the school they can go to for help. Students who are engaged demonstrat levels of interest, enthusiasm, and involvement they have for their learning, 81% agree feeling confident they can complete difficult school work. When asked if their student(s) has participated in school-related extracurricular activities or programs, which might include sports, clubs, committees, Saturday Academy, Visual and Performing Arts (band, choir, dance, theatre) 76% replied yes. 91% of parents and families also agree that their student has been positively impacted by the participation in school-related extracurricular activities or programs. Through the feedback receievd Goal 3 was revised to ensure that providing an "inclusive school culture that is responsive to the assets and needs of all students," was emphasized.

The top three focus groups recommended priorities include:

Recommended Action 1: School administrators, faculty, facilities and maintenance staff, and community volunteers will implement a comprehensive plan to upgrade and maintain school facilities. This includes repairs, renovations, and necessary improvements to ensure a safe and healthy learning environment, which is crucial for the academic success and wellbeing of all students, including low income, foster youth, and EL (plurilingual). Upgrading facilities demonstrates a commitment to equity and enables students to thrive.

Recommended Action 2: The District will continue its efforts, as funding permits to allocate staffing (social workers, counselors, FACES, community school coordinators) for every site specifically to support foster youth and low income (McKinney-vento) students to provide transportation, mentoring programs, supplies, mental health services, and care coordination with outside agencies.

Recommended Action 3: The District will continue its efforts to reduce class size, retain teachers, and offer professional learning that increases student engagement, and improves the teachers' ability to address the assets and needs of all students, with specific attention to our district's students who are low income, foster youth and EL (plurilingual) students, as funding permits.

Below are all of the recommendations made from the LCAP Focus group meetings (not in ranking order).

~To increase the proficiency for students and staff in using technology for educational purposes and preparing students for life after graduation, the District will:
   • Research and purchase tools that all students have access to (connectivity and devices)
   • Implement proper professional learning for the tools to maximize their effectiveness.

~School administrators, faculty, facilities and maintenance staff, and community volunteers will implement a comprehensive plan to upgrade and maintain school facilities. This includes repairs, renovations, and necessary improvements to ensure a safe and healthy learning environment, which is crucial for the academic success and wellbeing of all students, including low income, foster youth, and EL (plurilingual). Upgrading facilities demonstrates a commitment to equity and enables students to thrive.

~The District will continue its efforts to increase the number of school counselors, as funding permits to support academic development to

ensure all students, including low income, foster youth, and EL (plurilingual) students are aware of and meet the A-G requirements, learn about possible post-graduate education, receive personalized academic guidance and support to ensure that all students are college and career ready.

~The Plurilingual Services Department will provide district-wide EL (plurilingual) professional learning support (such as B.E.L.I.E.F. Modules) for all teachers (not just ELD teachers) and Bilingual Instructional Aides (BIAs); the strategies will benefit all students as well. Based on available funds and site needs more BIAs will be hired to provide the necessary support for our plurilingual newcomer students.

~Modify action 1.10: The District will continue its efforts to reduce class size, retain teachers, and offer professional learning that increases student engagement, and improves the teachers' ability to address the assets and needs of all students, with specific attention to our district's students who are low income, foster youth and EL (plurilingual) students, as funding permits.

~The District will appoint parent representatives to the Greater Anaheim Special Education Local Plan Area (GASELPA) Community Advisory committee and disseminate information gathered in those meetings to all parents of Students with Disabilities as appropriate. Hire FACES assigned to represent special education parents at all schools, as funding permits.

~The District will revamp Parent Leadership Academy, which will include placement of parents on committees, professional learning for parents, parent training to recruit and engage parents to present to the school community.

~The District and school sites will work collaboratively to ensure the availability of interpreters in multiple languages to enhance on site family and community engagement, IEPs and other parent communication.

~Teachers and school site staff will attend professional learning yearly provided by the District focused on social emotional, mental health, low income, foster youth, EL (plurilingual) student groups to ensure lesson design and classroom environments are culturally engaging and relevant for students.

~The District will continue its efforts, as funding permits to allocate staffing (social workers, counselors, FACES, community school coordinators) for every site specifically to support foster youth and low income (McKinney-vento) students to provide transportation, mentoring programs, supplies, mental health services, and care coordination with outside agencies.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Through a Whole Child approach, all students, with specific attention to our district's students who are low income, foster youth and EL (plurilingual), will be college, career, and life ready by successfully demonstrating 21st Century Skills, Youth Voice and Purpose, and Technical Skills.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was created to develop 21st century skills including collaboration, creativity, critical thinking, communication, and compassion since these are essential components of post-secondary and career readiness. This goal also cultivates student voice and purpose across all content areas and through integrated initiatives to ensure student engagement and motivation are consistently high. Lastly, this goal provides technical skills through Career and Technical Education Pathways leading to certificates, dual credit opportunities with community colleges, and mentorships and internships with businesses and nonprofit organizations. The percentage of students who completed at least one CTE Pathway and A-G requirement was 21.08% district-wide, 21.04% for low income students, 11.58% for English learner (plurilingual) students, 17.9% for students with disabilities (SWD), and 11.94% for foster youth students, demostrating an on-going need to grow in this area.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rate	C/O 2023 District- 91.00% SED- 90.2% EL- 79.5% SWD- 76.1% FY- 77.8%			District- 95% SED- 94% EL- 83% SWD- 80% FY- 80%	

1.2	A-G Completion	C/O 2023 District- 54.3% SED- 50.2% EL- 21.6% SWD- 22.4% FY- 26.2%			District- 58% SED- 54% EL- 25% SWD- 26% FY- 30%	
1.3	Teachers are appropriately assigned	2024 LCAP survey Less than 1% of teachers are misassigned			Less than 1% of teachers are misassigned	
1.4	Teachers are fully credentialed	2023-24 Less than .5% of teachers lack full credential including EL authorization			Less than .5% of teachers lack full credential including EL authorization	
1.5	Students have sufficient access to standards-aligned instructional materials	2023-24 All students have access to standards-aligned materials			All students have access to standards-aligned materials	
1.6	State adopted academic and performance standards are implemented	2023-24 100% of academic and content and performance standards are implemented			100% of academic and content and performance standards are implemented	
1.7	CAASPP ELA results	2022-23 District- 42.64% Exceeded/Standard Met SED- 35.25% EL- 4.25%			District- 48% Exceeded/Standar d Met SED- 40% EL- 10% LTEL- 10%	

		LTEL- 2.88% SWD- 10.3% FY- 34.21% Homeless- 21.95% Hispanic- 32.07%			SWD- 15% FY- 40% Homeless- 25% Hispanic- 37%	
1.8	CAASPP Math results	2022-23 District- 23.96% Exceeded/Standard Met SED- 16.42% EL- 1.96% LTEL- .65% SWD- 3.46 % FY- 5.4% Homeless- 10.10% Hispanic- 12.26%			District- 30% Exceeded/Standard Met SED- 20% EL- 10% LTEL- 5% SWD- 10% FY- 10% Homeless- 15% Hispanic- 17%	
1.9	Percentage of students who pass an AP exam with "3" or higher	2022-23 46.19%			60%	
1.10	5 Cs are implemented in District classrooms	2024 LCAP Staff survey- 87.8% are committed to implementing the 5 Cs 2024 LCAP Student survey- 73.7% state the 5 Cs are incorporated in the classes			LCAP Staff survey- 95% are committed to implementing the 5 Cs LCAP Student survey- 90% state the 5 Cs are incorporated in their classes	
1.11	Access to a broad course of study- Percentage of students enrolled in VAPA courses	Fall 2023-24 46.41%			55%	

1.12	Access to a broad course of study- Percentage of students enrolled in CTE courses	Fall 2023-24 57.46%			65%	
1.13	Access to a broad course of study- Percentage of students enrolled in world language courses	Fall 2023-24 32%			48%	
1.14	Seal of Biliteracy	C/O 2023 1083 students earned the Seal of Biliteracy			1500 students earned the Seal of Biliteracy	
1.15	Seal of Civic Engagement	C/O 2024 2735 students earned the Seal of Civic Engagement			3100 students earned the Seal of Civic Engagement	
1.16	Percentage of EL students who make progress as measured by the ELPAC (ELPI)	2022-23 District- 41.7% making progress Schools with a Red indicator: Junior High Schools: Ball JHS- 37.3% Brookhurst JHS- 37.1% South JHS- 37.3% Walker JHS- 31.3% High Schools: Cypress HS- 44.7% Kennedy HS- 40.2%			District- 47% making progress Schools with a Red indicator: Junior High Schools: Ball JHS- 42% Brookhurst JHS- 42% South JHS- 42% Walker JHS- 36% High Schools: Cypress HS- 50% Kennedy HS- 45%	

1.17	Percentage of EL students who score Level 4 on ELPAC	2022-23 14.20%			18%	
1.18	EL reclassification rate	2022-23 10.6% *2023-24 12.6% *Tentative Data			14%	
1.19	D/F rates	Fall 2023- 16.9% of all grades were D/F			15%	
1.20	Graduates enrolled in post-secondary options	C/O 2023 67.98% of graduates enroll in fall immediately after graduation 42.5% enroll in 2 year colleges 25.48% enroll in 4 year colleges			75% of graduates enroll in fall immediately after graduation 50% enroll in 2 year colleges 28% enroll in 4 year colleges	
1.21	5 Cs are implemented in District classrooms	2024 LCAP Staff survey- 93% are committed to implementing the 5 Cs 2024 LCAP Student survey- 93% state the 5 Cs are incorporated in the classes ~Character & Compassion - 92%			LCAP Staff survey- 96% are committed to implementing the 5 Cs LCAP Student survey- 96% state the 5 Cs are incorporated in their classes	

		~Collaboration - 95% ~Communication - 94% ~Creativity - 91% ~Critical Thinking - 95%			~Character & Compassion - 95% ~Collaboration - 98% ~Communication - 97% ~Creativity - 94% ~Critical Thinking - 98%	
1.22	Students completing dual enrollment courses	2022-23 completion Duplicated students Cypress College-1345 Fullerton College- 600 Unduplicated students Cypress College-2689 Fullerton College-1071			Duplicated students Cypress College-2300 Fullerton College-1000 Unduplicated students Cypress College-2800 Fullerton College-1100	
1.23	Percentage of students who have completed at least one CTE Pathway	C/O 2022-23 District- 21.08% SED- 21.04% EL- 11.58% SWD- 17.9% FY- 11.94%			District- 25% SED- 25% EL- 15% SWD- 20% FY- 15%	

1.24	CAASPP ELA results for schools with a Red indicator	2022-23 (Red indicator) District - 42.64% met or exceeded standard Junior High Schools: Dale JHS- 24.41% South JHS- 22.16% High Schools: Loara HS- 34.63% Polaris IS- 38.2%			District - 48% met or exceeded standard Junior High Schools: Dale JHS- 29% South JHS- 27% High Schools: Loara HS- 40% Polaris IS- 43%	
1.25	CAASPP Math results	2022-3 (Red indicator) District- 23.96% Exceeded/Standard Met Junior High Schools: Ball JHS- 8% Dale JHS- 14.49% Orangeview JHS- 15.84% South JHS- 8.04% Sycamore JHS- 5.76% High Schools: Anaheim HS- 9.25% Loara HS- 13.81% Polaris IS- 9.42% Savanna HS- 13.5%			District- 30% Exceeded/Standard Met Junior High Schools: Ball JHS- 13% Dale JHS- 19% Orangeview JHS- 20% South JHS- 13% Sycamore JHS- 11% High Schools: Anaheim HS- 14% Loara HS- 19% Polaris IS- 14% Savanna HS- 19%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning plan	District leadership and curriculum specialists will develop and implement a professional learning plan that supports teacher leaders, Site Leadership Teams (SLTs), foster youth and English learner(plurilingual) task force on instructional best practices, establishing professional goals, and engaging in continuous and purposeful professional growth and development specifically targeting the educational needs of low income, foster youth and English learner (plurilingual) studens to increase A-G eligibility, graduation rates, and college-going rates.	$18,500,000.00	Yes
1.2	Effective Instruction	District leadership along with instructional leaders design, deliver, and model effective instructional strategies and facilitate growth of these practices at school sites for low income students, foster youth and English	$6,550,000.00	Yes

		learner (plurilingual) students to support development of 5 Cs, civic engagement, Career Preparedness Systems Framework (CPSF), and achievement of literacy and mathematical standards skills to increase student engagement, academic achievement, and post-secondary readiness.		
1.3	Instructional materials	Provide sufficient instructional materials that are aligned with current California State Standards. The District will: 1) purchase and implement instructional materials that are aligned with current state adopted standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks, 2) continue to support reading intervention program(s), 3) support a modern, cloud-based library operating software system that can be accessed during all hours of the day, 4) continue to support asset management system, and 5) continue to support online resource database subscriptions.	$17,000,000.00	No
1.4	Technological resources	Educational Information Technology staff will develop a life cycle for student devices, applications and network infrastructures. These staff will support training resources and create critical integration points to facilitate students and staff having access to a broad range of sustainable technological resources to ensure low income students can fully engage in their education, access digital resources and develop post-secondary skills.	$8,000,000.00	Yes
1.5	Broad course of study	District staff and teachers develop and monitor District programs, courses, and extracurricular opportunities for low income, foster youth, and English learner (plurilingual) students to ensure student access to a broad course of study so they can find purpose, be prepared for post-secondary learning, and develop career ready skills. The District will: 1) continue to coordinate and support the District's VAPA programs and promote arts equity, 2) continue to support and expand STEAM programs, ROP, CTE and civic learning, 3) continue to support English learner (plurilingual), and foster youth task force to ensure implementation of the task force recommendations, 4) provide supplementary support for extracurricular	$30,000,000.00	Yes

		programs, such as intramural and athletics, 5) continue to provide additional A-G, Honors, Advanced Placement, and International Baccalaureate (IB) course offerings, 6) continue to support and increase Dual Language Immersion (DLI) programs and World Language course offerings at the high school and junior high school levels, and 7) support staffing to ensure students access CTE pathways and access to public safety pathways.		
1.6	English learners (plurilingual) students	Improve placement, instructional practices, and monitoring of English learner (plurilingual) students by increasing student voice, 21st century skills and technical skills through the four principles of the English learner Roadmap: 1) assets-oriented and needs responsive schools, 2) intellectual quality of instruction and meaningful access, 3) system conditions that support effectiveness, and 4) alignment and articulations within and across systems (systemness).	$7,104,151.00	Yes
1.7	Instructional options	District staff and teachers will implement non-traditional instructional options to address the multi-tiered academic needs of students in order to reach graduation and post-secondary goals. School and district staff will research and implement flexible learning opportunities, and course offerings for ALL students to positively impact and improve graduation rates, state assessments scores, CTE pathway completion, and A-G eligibility to reduce remediation.	$7,929,135.00	Yes
1.8	Students with disabilities		$1,080,000.00	No
1.9	Reduction of class size, hiring and retaining teachers	The District will continue its efforts to reduce class size, retain teachers, and offer professional learning that increases student engagement, and improves the teachers' ability to address the assets and needs of all students, with specific attention to our district's students who are low income, foster youth and EL (plurilingual) students, as funding permits.	$7,200,000.00	No
1.10	Arts and Music in Schools (AMS)	To enhance arts education and support student engagement, the district will utilize Arts & Music in Schools (AMS) funding in several key areas. A	$4,047,064.00	No

| | | substantial portion, approximately 80% of the site allocation, will be dedicated to hiring additional teachers and staff to supplement and support arts education instruction, as well as providing hourly teacher pay for supplemental arts education. Additionally, around 15% of the site budget will be allocated for purchasing materials and equipment to improve student experiences and access to course materials. Professional learning in arts content areas will be supported with approximately 4% of the allocation, ensuring teachers receive ongoing training and development. Finally, AMS site funds will be utlized to broaden the course of study, and increase access to arts education programs and expand offerings. This comprehensive approach aims to enrich the arts education and foster a well-rounded educational experience for all students. | | |

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Through a community school's approach, co-create and provide meaningful culturally and linguistically responsive educational opportunities for all parents and families to advocate for the assets and needs of all students, with specific attention to our district's students who are low income, foster youth and EL (plurilingual).	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal reflects the District's commitment to supporting family and community engagement. The District's family and community engagement efforts are approached through the lens of equity to ensure families' needs are addressed. In 2023-24 year over 14,000 parents participated in workshops/meetings. Through these efforts the District anticipates positive academic growth in the 5 Cs, 21st century skills, technical skills, youth voice and purpose, and increased social and emotional learning for AUHSD students. Sites have continued to hold parent and family programming including food/care package distributions. After assessing the needs, conditions, and circumstances of low-income, English learner and foster youth students, we learned that nearly 64% of parents and families agree having reviewed their students six-year plan and approximately 24% lack understanding of the benefits of the Anaheim Union Educational Pledge.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance at parent and family engagement events	2023-24 Total Parents and Families Participation in workshops/meetings • 14,651 Total Parents and Families served via food/care			Total Parents and Families Participation in workshops/meetings • 20,000 Total Parents and Families served via food/care	

		packages- 9,086			packages- 15,000	
2.2	Parent and family awareness about the benefits of the Anaheim Union Pledge	2024 LCAP survey 76.18% parents and families agree that their student's school provided information about the Anaheim Union Pledge			90% parents and families agree that their student's school provided information about the Anaheim Union Pledge	
2.3	Awareness of student's six-year plan	2024 LCAP survey 64% parents and families have reviewed their student's six-year plan			70% parents and families have reviewed their student's six-year plan	
2.4	Parent and family events at the schools are relevant	2024 LCAP survey 85% of parents and families agree that events at the schools are relevant, which may include coffee with the principal, Parent Leadership Academy, Parent Learning Walks and informational workshops			90% of parents and families agree that events at the schools are relevant, which may include coffee with the principal, Parent Leadership Academy, Parent Learning Walks and informational workshops	
2.5	Attendance at parent and Familiy engagment events for individuals with exceptional needs	2023-24 Total Parents and Families Participation in AUHSD District/Site based workshops/trainings- 50 Total Parents and Families			Total Parents and Families Participation in AUHSD District/Site based workshops/trainings - 75 Total Parents and Families	

		Participation in GASELPA based workshops/trainings- 30			Participation in GASELPA based workshops/trainings- 50
2.6	Efforts to keep parents and families informed about important issues and events	2024 LCAP survey 94% of parents and families agree that they are keept informed about important issues and events			98% of parents and families agree that they are kept informed about important issues and events
2.7	Parent input in decision making	2024 LCAP Parent survey participants- 2,545 2024 LCAP Stakeholder engagement participation- 165			LCAP Parent survey participants- 3,000 LCAP Stakeholder engagement participation- 200

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Increase parent engagement	School and district staff will increase engagement, communication, and support for parents by establishing, expanding, or refining resources that are available at all schools to ensure families and students can meaningfully engage. AUHSD will also provide opportunities for all families with a targeted emphasis on parents of low-income, English learners, homeless youth, and foster youth, to engage with schools through various parent training and strategies. These include but are not limited to Ready Set Go workshops, Disciplina Positiva parenting workshops, Parent Leadership Academies, Parent Learning Walks, and embedded mindfulness practices.	$9,000,000.00	Yes
2.2	FACES support	Family and Community Engagement Specialists (FACES) and translators will provide language-appropriate support and programming to support low-income, English learners, foster youth and their families to ensure access to school and community resources. The District communicates with families early, often, in multiple formats/languages and provides multiple opportunities for families and staff members to provide input in a variety of ways, including site and district committees (SSC, DELAC, ELAC, SPAC, Community Schools Steering Committee, Community School Site Committees, PTSA).	$3,000,000.00	Yes
2.3	Parents of SWD	FACES and Community school's staff in partnership with case carriers, program specialists, and psychologists will establish, expand or refine family engagement opportunities for Students With Disabilities (SWD). (Expenditures for this action are included in Action 2.2 and Action 3.2).		No

2.4	Community Schools model	AUHSD's Community Schools approach provides a unique set of supports and services that fit each neighborhood's assets and needs. This approach aims to partner with students, families, teachers, school staff and community partners to align community resources and community-rooted instructional practices, to improve student outcomes.	$4,200,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide and nurture a safe, positive, and inclusive school culture that is responsive to the assets and needs of all students, with specific attention to our district's students who are low income, foster youth and EL (plurilingual).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Attendance rates went from 95.2% in 2019-20 to 91.3% in 2023-24, chronic absenteeinsm also significantly increased in all student groups.This goal was developed and revised to addresses some of the underlying causes of student disengagement and lack of academic achievement, including behavioral and mental health needs. This goal also reflects the belief that modern facilities support improved outcomes for students. Facility maintenance repairs and modernization were a top recommendation from the district's Educational Partner LCAP focus group input.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance rate	2023-24 91.3% attendance rate			95% attendance rate	
3.2	Chronic absenteeism rate	2022-23 District- 25.6% SED- 28.7% EL- 35.7% SWD- 40.4% FY- 46.5%			District- 10% SED- 10% EL- 15% SWD- 15% FY- 15%	

3.3	Middle school dropout rate	2022-23 .0006%			Less than .5%
3.4	High School dropout rate	C/O 2023 4.1%			2.5%
3.5	Suspension rate	2023-24 District- 3.8% SED- 4.4% EL- 6.5% SWD- 5.5% FY- 13.7%			District- 2% SED- 2% EL- 3% SWD- 2% FY- 5%
3.6	Expulsion rate	2022-23 0.00%			Less than .5%
3.7	Student knowledge of mental health support	2024 LCAP Student survey 83% agree knowing where to get mental health support, if needed (i.e. school counselor, social worker, psychologist)			LCAP Student survey 90% agree knowing where to get mental health support, if needed (i.e. school counselor, social worker, psychologist)
3.8	Students receiving direct social emotional and/ore mental health services	Fall 2023-24 Students receiving direct services from a Social workers - 2123 students			Students receiving direct services from a Social workers - 3000 students

3.9	Belonging: Student's feeling accepted for who they are	87% of students feel accepted at their school for who they are			90% of students feel accepted at their school for who they are	
3.10	Belonging: Student's feel they get what they need to be succesful in classes	79% get what they need to be successful in all of their classes or more than half their classes			82% get what they need to be successful in all of their classes or more than half their classes	
3.11	Belonging: Students feel cared for and treated with kindness in their classes	81% are cared for and treated with kindness in all of their classes or more than half their classes			84% are cared for and treated with kindness in all of their classes or more than half their classes	
3.12	Connection: Students care about other students at their school	64% care about other students at their school			67% care about other students at their school	
3.13	Connection: Students have at least one adult in the school I can go to for help	69% have at least one adult they can go to at their school to ask for help			72% have at least one adult they can go to at their school to ask for help	
3.14	Connection: Students feel their teachers have high expectation for them in their classes	76% reported their teachers have high expectations for them in all of their classes or more than half their classes			79% reported their teachers have high expectations for them in all of their classes or more than half their classes	
3.15	Chronic Absenteeism rate	Schools and subgroups in the Red for Chronic absenteeism Ball JHS All students- 33.1% EL- 34.5% Hispanic/Latino- 34.7%			Schools and subgroups in the Red for Chronic absenteeism Ball JHS All students- 36%	

| | | Homeless- 50%
SWD- 43%
White- 47.8%

Brookhurst JHS
All students- 28.8%
EL- 33.9%
Hispanic/Latino- 29.5%
Homeless- 44.4%
SED- 29.9%
SWD- 39.1%

Dale JHS
All students- 29%
White- 36.5%

Orangeview JHS
All students- 29.7%
EL- 30.3%
Hispanic- 29.6%
SED- 31.3%
SWD- 39%
White- 44.4%

South JHS
All students- 32.9%
EL- 38.5%
Hispanic- 32.9%
Homeless- 60%
SED- 33.6%
White- 40.8%

Sycamore JHS
All students- 33.5%
EL- 39.1%
Hispanic- 33.8%
Homless- 50.9%
SED-34.4%
SWD- 36.3% | | | EL- 37%
Hispanic/Latino- 37%
Homeless- 53%
SWD- 47%
White- 50%

Brookhurst JHS
All students- 32%
EL- 36%
Hispanic/Latino- 32%
Homeless- 47%
SED- 33%
SWD- 42%

Dale JHS
All students- 32%
White- 39%

Orangeview JHS
All students- 32%
EL- 33%
Hispanic- 32%
SED- 34%
SWD- 43%
White- 47%

South JHS
All students- 36%
EL- 41%
Hispanic- 36%
Homeless- 63%
SED- 36%
White- 43%

Sycamore JHS
All students- 36%
EL- 42%
Hispanic- 37% | |

					Homless- 54% SED-37% SWD- 39%	
3.16	School facilities are maintained in good repair	All facilities are in good repair as documented by the Facilities Inspection Tool			All facilities are in good repair as documented by the Facilities Inspection Tool	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing

3.1	Improve attendance	District administrators with support of specialized staff will improve District systems for identifying and supporting students with significant truancy and attendance issues, and chronic absenteeism for all student, and a close emphasis on low income, foster youth, and English learner (plurilingual) students are supported to engage academically and achieve at the highest rates possible.	$6,000,000.00	Yes
3.2	Mental, physical, behavioral, and socioemotional health	Staff will implement programs and systems to support the mental, physical, behavioral and socioemotional health of students, with an emphasis on low income, foster youth, English learners (plurilingual) students to reduce student suspensions, improve student learning, and promote well-being. The District will: 1) continue to support implementation of MTSS, Capturing Kids Heart and PBIS, which includes increased mental health resources to meet the social and emotional needs of students, 2) continue to offer training on mindfulness and brain aligned strategies for students and staff, 3) continue to develop alternatives to suspension, including restorative practices, and 4) continue to support the District Discipline Committee to look into specific issues such as junior high school suspensions and alternatives to suspension.	$8,000,000.00	Yes
3.3	Counseling support	School counselors and support staff will develop and implement standards-based school counseling programs that monitor student academic progress, deliver support services, and support the Anaheim Pledge to ensure students, with an emphasis in low income, foster youth, and English learners (plurilingual) students graduate and are prepared for post-secondary options. The District will: 1) adopt national counseling standards, provide appropriate professional learning, and monitor implementation, 2) reduce student/counselor ratio by adding where feasible and/or maintain counselors in order to increase counseling services provided to students, 3) continue to support schools with providing each student with an individualized six-year, student academic plan that is college and career aligned, 4) support a comprehensive transition plan for all 7th- and 9th-grade students (ex. new student orientations, campus tours, and Link Crew), and 5) ensure that McKinney-Vento, foster youth, English learner (plurilingual), low income students are enrolled in appropriate academic programs, including credit recovery, A-G classes, AP classes, summer school, tutoring resources, and transferring youth will be awarded credit for all work completed, including partial credits.	$4,000,000.00	Yes

3.4	Upgrade facilities	School administrators, faculty, facilities and maintenance staff, and community volunteers will implement a comprehensive plan to upgrade and maintain school facilities. This includes repairs, renovations, and necessary improvements to ensure a safe and healthy learning environment, which is crucial for the academic success and well-being of all students, including low income, foster youth, and EL (plurilingual). Upgrading facilities demonstrates a commitment to equity and enables students to thrive.	$20,000,000.00	No
3.5	Foster youth support	Staff will provide academic and social-emotional support for foster youth and McKinney-Vento students in order to increase student engagement, academic achievement, and post-secondary readiness. The District will: 1) increase course selection and course access for foster youth and McKinney-Vento students, 2) provide additional instructional materials to foster youth and McKinney-Vento students, 3) continue to support and monitor foster youth task force recommendations, 4) increase outreach services for foster youth and McKinney-Vento students, 5) develop mentoring programs for foster youth and McKinney-Vento students, 6) continue to engage a cross-agency, multi-disciplinary educational team to support the educational success of McKinney-Vento and foster youth students, and 7) provide transportation for McKinney-Vento, and foster youth students.	$365,000.00	Yes
3.6	Student Support Programs	The District will continue its efforts, as funding permits to allocate staffing (social workers, counselors, FACES, community school coordinators) for every site specifically to support foster youth and low income (McKinney-vento) students to provide transportation, mentoring programs, supplies, mental health services, and care coordination with outside agencies. (Expenditures for this action are included in Actions 2.2, 3.2, and 3.3).		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Gilbert High School (Continuation) will increase graduation rates to prepare all students to be socially aware, civic-minded, and college and career ready by engaging them in a curriculum and pedagogy that is based on the current state adopted standards and AUHSD Career Systems Preparedness Framework (CPSF)	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed for Gilbert High School (Continuation) to address their student stability rate, and the CA Dashboard indicators such as, graduation rate 64.1% , college/career indicator Very low, and English learner (plurilingual) progress 16.9% making progress towards EL proficiency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate	Gilbert HS C/O 2023 All students - 64.1% EL - 61.6% SED - 64.4% SWD - 66.7% Homeless - 58.9%			All students - 67% EL - 63% SED - 65% SWD - 68% Homeless - 60%	
4.2	College/Career	Gilbert HS 2022-23 All students - 2.6% prepared EL - 0.8% prepared SED - 2.7% prepared			All students - 5% prepared EL - 2% prepared SED - 4% prepared	

		SWD - 3.2% prepared Homeless - 2.3% prepared			SWD - 4% prepared Homeless - 4% prepared	
4.3	English learner progress indicator (ELPI)	Gilbert HS 2022-23 16.9% making progress towards English proficiency			% making progress towards English proficiency	
4.4	EL Reclassification rate	Gilbert HS 2022-2023 8.1%			10% reclassification rate	
4.5	State Seal of Biliteracy	Gilbert HS 2022-23 3 number of State Seals of Biliteracy			5 number of State Seals of Biliteracy	
4.6	State Seal of Civic Engagement	Gilbert HS 2023-24 20 number of State Seals of Civic Engagement			40 number of State Seals of Civic Engagement	
4.7	Attendance rate	Gilbert HS 2023-24 68.14%			70% attendance rate	
4.8	Suspension	Gilbert HS 2022-23 All students - 3.6% EL - 3.4% SED - 3.7% SWD - 4.8% Homeless - 3.7%			All students - 2% EL - 2% SED - 2% SWD - 3% Homeless - 2%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Social-emotional Support and Attendance	To support the goal of increasing graduation rates and preparing all students to be socially aware, civic-minded, and college and career ready, the Gilbert High School will enhance social-emotional support and attendance initiatives. This will involve implementing a comprehensive programs to address the mental health and well-being of students. Additionally, the school will employ strategies to improve attendance, including personalized outreach to students, mentorship programs, and partnerships with community organizations to remove barriers to regular attendance. These efforts will be aligned with the AUHSD Career Systems Preparedness Framework (CPSF) and current state-adopted standards, ensuring that all students receive the support they need to succeed academically and develop the skills necessary for their future endeavors.	$330,000.00	No

4.2	Career Technical Education (CTE) preparedness	Gilbert High School will expand career and technical preparedness initiatives. This will involve integrating a robust curriculum that aligns with the AUHSD Career Systems Preparedness Framework (CPSF) and current state-adopted standards. Gilbert will provide students with access to diverse career pathways, hands-on technical training, and industry certifications through the embedded impementation of the Spyder Lab. The school will offer real-world learning experiences to ensure that students gain the practical skills and knowledge through the expansion or AIME, which provide internships, apprenticeships, and real-world learning experiences necessary for success in both college and their future careers.	$300,000.00	No
4.3	Professional Learning and Planning Time	Gilbert High School will enhance professional learning and planning time for teachers and staff. This will ensure that teachers are equipped with evidence based strategies and content knowledge aligned with current state-adopted standards and the AUHSD Career Systems Preparedness Framework (CPSF). By providing dedicated time for collaborative planning, professional learning, conference attendance and materials, and continuous learning opportunities, Gilbert HS will foster an environment where teachers can share best practices, innovate pedagogical techniques, and tailor instruction to meet the diverse needs of all students, ultimately contributing to higher graduation rates and improved student engagement and academic outcomes.	$130,000.00	
4.4	Administrative Leadership and Professional Learning	Gilbert High School will invest in administrative leadership and professional learning, which may include professional coaching for administrators (Awareness in Motion), conference attendance and materials, which may include Learning Forward, Equity Conference, PBIS, CABE, etc. Targeted professional development, leadership training programs, and opportunities for collaborative learning will empower the school's administrators to utlize strategies that support a positive school culture, and highly engaging core instructional program that addresses the needs of the whole child.	$170,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Polaris Independent Studies (IS) will prepare all students to be socially aware, civic-minded, and college and career ready by engaging them in a curriculum and pedagogy that is based on the current state adopted standards and AUHSD Career Systems Preparedness Framework (CPSF) with a focus in A-G completion, Dual college enrollment, CTE pathways completion.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed for Polaris Independent Studies (IS) to address their student stability rate, and the CA Dashboard indicators such as, English Language Arts performace levels specifically for Hispanic students who are 194.2 point below standards and Socioeconomically students who are 198.8 point below standard, college/career indicator are Very low for English learners (pluilingual), Hispanic, and Homeless youth, and English learner (plurilingual) progress 19.8% making progress towards EL proficiency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation rate	Polaris IS 2023 All students - 83.9% EL - 78.7% SED - 83.5% Homeless - 77.2%			All students - 87% EL - 80% SED - 85% Homeless - 79%	
5.2	College/Career	Polaris IS 2023 All students - 11.9% prepared			All students - 15% prepared EL - 3% prepared	

		EL - 0% prepared SED - 11.4% prepared Homeless - 7.3% prepared			SED - 15% prepared Homeless - 9% prepared	
5.3	English learner progress indicator (ELPI)	Polaris IS 2023 19.8% making progress towards English proficiency			25% making progress towards English proficiency	
5.4	EL Reclassification rate	Polaris IS 2023 4.7% reclassification rate			8% reclassification rate	
5.5	State Seal of Biliteracy	Polaris IS 2022-23 2			5 number of State Seals of Biliteracy	
5.6	State Seal of Civic Engagement	Polaris IS 2024 25			30 number of State Seals of Civic Engagement	
5.7	CAASPP ELA results	Polaris IS 2022-23 All students- 38.2% Exceeded/Standard Met SED- 32.2% EL-10% LTEL- 0% SWD- 14.28% FY- N/A Homeless- N/A Hispanic- 32.11%			All students- 40% Exceeded/Standard Met SED- 35% EL-13% LTEL- 5% SWD- 117% FY- N/A Homeless- N/A Hispanic- 35%	
5.8	CAASPP Math results	Polaris IS 2022-23 All students- 9.42% Exceeded/Standard Met SED- 5.46%			All students- 13% Exceeded/Standard Met SED- 8% EL- 8%	

| | | EL- 5.26%
LTEL- 0%
SWD- 0%
FY- N/A
Homeless- N/A
Hispanic- 5.82% | | | LTEL- 5%
SWD- 5%
FY- N/A
Homeless- N/A
Hispanic- 8% | |

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	College and Career Readiness	To support the goal of preparing all students to be socially aware, civic-minded, and college and career ready, Polaris IS will implement a comprehensive College and Career Readiness program with added counseling and socioemotional support. The focus will be on increasing A-G course completion, expanding dual college enrollment opportunities, and	$914,000.00	No

| | | ensuring the completion of Career and Technical Education (CTE) pathways. By providing targeted academic support, career counseling, and access to advanced coursework, Polaris will equip students with the skills and knowledge necessary to succeed in post-secondary education and their future careers, fostering a generation of well-rounded, socially aware, civic-minded students who are life ready. | | |

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Cabridge Virtual Academy (CVA) will enhance students' educational experiences by providing targeted monitoring for those transitioning to online learning, expanding opportunities for students to develop their passions, and implementing professional learning for teachers focused on equity, project-based learning, social-emotional learning, and the virtual environment. CVA will continue to deliver the 5Cs (Critical thinking, Communication, Collaboration, Creativity, and Compassion) and the Career Preparedness Systems Framework through instruction.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed for Cambridge Virtual Academy (CVA) to address their student stability rate, which local data shows that 26% of students transition back to a comprehensive school site due to not thriving in an on-line virtual learning model, wanting to experience their senior year in-person, and for Junior High student their desire to start high school in-person. Additionally, this goal will help address CA Dashboard indicators in Math Academic Performance levels which are currently in the Yellow for all students, and local data such as D/F rates for English and Math, with a greater focus on Math with a 27.27% D/F rate in Spring 2024.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Graduation rate	C/O 2023 96% graduation rate			98% graduation rate	

6.3	CAASPP ELA results	CVA 2022-23 All grades- 63.77% Grade 7- 64% Exceeded/Standard met Grade 8- 45% Exceeded/Standard met Grade 11- 78% Exceeded/Standard met			All grades- 69% Exceeded/Standard met Grade 7- 67% Exceeded/Standard met Grade 8- 48% Exceeded/Standard met Grade 11- 81% Exceeded/Standard met	
6.4	CAASPP Math results	CVA 2022-23 All grades- 23.96 Exceeded/Standard met Grade 7- 32% Exceeded/Standard met Grade 8- 35% Exceeded/Standard met Grade 11- 41% Exceeded/Standard met			CVA 2022-23 All grades- 30% Exceeded/Standard met Grade 7- 35% Exceeded/Standard met Grade 8- 38% Exceeded/Standard met Grade 11- 44% Exceeded/Standard met	
6.5	D/F rates ELA and Math	CVA Spring 2024 ELA- 8.69% Math- 27.27%			CVA Spring 2024 ELA- 6% Math- 20%	

| 6.6 | State Seal of Biliteracy | CVA 2022-23
7 number of State Seals of Biliteracy | | | 10 number of State Seals of Biliteracy | |
| 6.7 | State Seal of Civic Engagement | CVA 2023-24
19 State Seals of Civic Engagement | | | 23 State Seals of Civic Engagement | |

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Targeted Monitoring for Students Transitioning to CVA	CVA will enhance support for students transitioning to online learning by providing additional targeted monitoring. This will include personalized check-ins, academic progress tracking, and a budy system. CVA will	$150,000.00	No

		provide tailored intervention strategies such as home instruction, tutoring, eKadence schedule builder and executive functioning modules to ensure a smooth transition and sustained academic success.		
6.2	Expanding Opportunities for Creative Outlets	CVA will expand opportunities for students to pursue their creative outlets and passions by offering a diverse range of elective courses through eLearning, and dual enrollment programs. Additionally, CVA will develop virtual and in-person workshops, peer mentorship, career exploration, content based activities - cross curricular education cultural days, college awareness fieldtrips, and expand clubs and partnerships with local sites to create more engagement opportunities.	$15,000.00	No
6.3	Professional Learning for Teachers and Staff	CVA will implement comprehensive professional learning opportunities for teachers and staff, focusing on equity practices, project-based learning, social-emotional learning, and effective strategies for the virtual classroom environment. This will ensure that educators are equipped to deliver high-quality, inclusive, and engaging instruction aligned with the 5Cs and the Career Preparedness Systems Framework.	$15,000.00	No
6.4	Expanding Communication with Students and Families	CVA will expand and improve communication modes with students, parents and families to foster a supportive and inclusive community. This will include regular updates, virtual meetings, newsletters, and an enhanced online platform to ensure consistent and effective communication, thereby supporting student engagement and family involvement in the educational process.	$14,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$99825339.00	$11643802.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.445%	0.000%	$$0.00	32.445%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Learning plan **Need:** Need to increase graduation rates, elevate the percentage of students completing at least one CTE Pathway and A-G requirement, and the college going rates.	Provide continious professional learning for teachers and staff, focusing on 5 Cs, soft skills, technical skill, student voice and purpose, and focusing on effectove instructional strategies, differentiated instruction, and the integration of technolgy in the classroom.	Graduation rates, Percentage of students who complete at one CTE Pathway and A-G requirement, College going rates and 5Cs implementation through instuction

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	**Action:** Effective Instruction **Need:** Increased academic achievement for unduplicated students and subgroups identified in metrics 1.7 and 1.8, and specific schools identified in metrics 1.24 and 1.25. **Scope:** LEA-wide	Design, deliver, and model effective instructional strategies to elevated student stregths and address their academic needs through differentiated instruction, targeted supports and innovative programs.	LCAP survey on 5Cs implementation, CAASPP ELA & Math data, A-G rates, ELPI, D/F rates, and Access to broad course of study in VAPA, CTE, and World languages
1.4	**Action:** Technological resources **Need:** Technology, disgital resources, and internet connectivity access for low income students. **Scope:** LEA-wide	The District successfully rolled out its 1:1 devices program and will continue sustaining access to a broad range of technological resources, chromebooks, and internet connectivity to ensure all students can fully engage in their education, access digital resources and develop post secondary skills.	Local data: Number of chromebrooks and hot spots checked out. Perception data through the LCAP annual survey
1.5	**Action:** Broad course of study **Need:** Equitable access to a broad course of study. Increase proficiency for Enlish learners (plurilingual) students on the English Language Proficiency Assessments for California (ELPAC) with a focus on the specific schools identified in metric 1.16.	This action will help ensure that low income, foster youth and EL (plurilingual) students have equitable access to a broad course of study so they can find purpose, be prepared for post-secondary learning, and develop career ready skills.	Students completing dual enrollment courses, Percentages of students enrolled in VAPA, CTE, and World Languages

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.6	**Action:** English learners (plurilingual) students **Need:** Improve placement, instructional practices, and monitoring of EL (plurilingual) students. Increase proficiency for Enlish learners (plurilingual) students on the English Language Proficiency Assessments for California (ELPAC) with a focus on the specific schools identified in metric 1.16. **Scope:** LEA-wide	This action targets specifically the needs of English learner (plurilingual) students and provides additional resources for this group of students compared to services for all students. After assessing the needs, conditions, and circumstances of English learner students, we learned that there is a difference in outcomes for graduation rate and A-G completion.	Graduation rates, A-G, Percentage of EL (plurilingual) students who score level 4 on ELPAC, Percentage of EL (plurilingual) students who make progress on the ELPAC, and EL (plurilingual) student reclassofication rate
1.7	**Action:** Instructional options **Need:** After assessing the needs, conditions, and circumstances of low income, foster youth, English learner (plurilingual) students, we learned that there is a difference in outcomes for graduation rate, A-G completion, D/F rates and college preparedness. **Scope:** LEA-wide	This action supports the District's efforts to provide numerous instructional options for students. While these options are available to all students, this action will endure that unduplicated student groups are prioritized for placement.	A-G rates, D/F rates, CTE Pathway completion
2.1	**Action:** Increase parent engagement	To address the needs of unduplicated pupils, district staff will enhance mass messaging platforms, district and school websites, and social	Perception data (LCAP, Assets & Needs Assessments), Parent and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: After assessing the needs, conditions, and circumstances of low-income, English learner and foster youth students, we learned that nearly 64% of parents and families agree having reviewed their students six-year plan and approximately 24% lack understanding of the benefits of the Anaheim Union Educational Pledge. **Scope:** LEA-wide	media usage. By updating and translating promotional materials for the Pledge into multiple languages, the district will ensure that all families are well-informed and can effectively engage with the school community. AUHSD provides parents, families and the community with numerous opportunities to learn and become involved in the school. The district has implemented innovative strategies to build infrastructure, secure additional resources, and hire personnel to offer parent leadership classes and family engagement activities. These actions are provided on an LEA-wide basis to ensure that all students benefit from a supportive and inclusive educational environment, promoting equity and access for every family in the district.	Family participation numbers in workshops/meeting, and school functions/events
2.2	**Action:** FACES support **Need:** The District's family and community engagement efforts are approached through the lens of equity to ensure families' needs are addressed. **Scope:** LEA-wide	To address these needs, FACES and Community Schools staff will coordinate family and community engagement events, serving as direct contacts for parents and families in need, including housing insecure families. This ensures that students and families have access to necessary resources and are referred to appropriate services.	Perception data (LCAP, Assets & Needs Assessments), Parent and Family participation numbers in workshops/meeting, and school functions/events, community circles, and community mapping data
3.1	**Action:** Improve attendance **Need:** Chronic Absenteeism rate rose from 9.2% in 2019-20 to 25.6% in 2022-23. The attendance rate continues to decline from 95.2% in 2019-	This action is provided on an LEA-wide basis to ensure a consistent and equitable approach to supporting attendance across schools in the district. By implementing these actions schoolwide, each school can tailor the strategies to fit their specific context while still aligning with the overall district goals, ensuring that all students benefit	School attendance rates, Chronic absenteeism rates, dropout rates (middle and high), graduation rates, Attendance Reports (SIS), disaggregated by student

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	20 to 91.3% in 2023-24. Specific schools and subgroups identified in metrics 3.15 continue to work toward re-enaging students that are chronically absent. **Scope:** LEA-wide	from a cohesive and supportive attendance framework.	groups, number of truancy letters sent out to parents (quarterly and by site), Attendance site task force data
3.2	**Action:** Mental, physical, behavioral, and socioemotional health **Need:** Unduplicated students, including low income students, foster youth, English learners (plurilingual students), face challenges impacting their academic performance and well-being. They need additional academic support, mental health services, and positive behavioral interventions. **Scope:** LEA-wide	By focusing on the mental, physical, behavioral, and socioemotional health of students, and ensuring supports are available district-wide, AUHSD is committed to reducing suspensions, improving student learning, and promoting the well-being of students, with particular emphasis on those who need it most.	Mental Health Referrals and utilization, suspension rates, Perception data belonging and connection, LCAP annual survey
3.3	**Action:** Counseling support **Need:** To ensure that low-income, foster youth, and English learners (plurilingual) students graduate and are prepared for post-secondary options, there is a need for standards-based school counseling programs that monitor academic progress and deliver targeted support services.	The actions address the needs of low-income, foster youth, and English learner students by providing comprehensive support through standards-based school counseling programs. Implementing individualized academic plans, comprehensive transition plans, and appropriate enrollment in academic programs guarantees equitable access to resources and support, ensuring all students are well-prepared for post-secondary options. This LEA-wide approach ensures consistent support across all schools.	Perception data belonging and connection and LCAP annual survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.5	**Action:** Foster youth support **Need:** Foster youth constitute .5% of AUHSD's student enrollemnt and fall in the red in ELA acdemic performance and suspension rates. **Scope:** LEA-wide	Through these actions, the district aims to address the unique challenges faced by foster youth and McKinney-Vento students, ultimately promoting their academic success and readiness for post-secondary education or career opportunities.	ELA CAASPP data, suspension rates, graduation rates, drop out rates, attendance data, and absenteeism

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The District plans to use the additional concentration grant funding to maintain the number of teachers, counselors, social workers, school psychologists, bilingual office staff, and family and community engagement specialists at sites as declining enrollment continues to impact the District. These positions will directly support implementation of Actions 1.1, 1.2, 1.5, 1.6, 1.9, 2.2, 3.1, 3.2, and 3.3 which provide direct services to low-income, English learners, and foster youth students. The District utilizes local data, enrollment data, and measures such as low-income percentages of each school to determine staffing needs.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	104.6 to 1	46.44 to 1
Staff-to-student ratio of certificated staff providing direct services to students	25.2 to 1	20.93 to 1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	307670832.00	99825339.00	32.445%	0.000%	32.445%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$118,514,135.00	$19,460,064.00		$26,039,151.00	$164,013,350.00	$65,962,127.00	$98,051,223.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Professional Learning plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual basis	$2,000,000.00	$16,500,000.00	$17,000,000.00			$1,500,000.00	$18,500,000.00
1	1.2	Effective Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual basis	$3,620,000.00	$2,930,000.00	$5,000,000.00			$1,550,000.00	$6,550,000.00
1	1.3	Instructional materials	All	No				Annual basis	$0.00	$17,000,000.00	$15,000,000.00	$2,000,000.00			$17,000,000.00
1	1.4	Technological resources	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual basis	$4,840,000.00	$3,160,000.00	$8,000,000.00				$8,000,000.00
1	1.5	Broad course of study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Annual basis	$15,126,031.00	$14,873,969.00	$30,000,000.00				$30,000,000.00
1	1.6	English learners (plurilingual) students	English Learners	Yes	LEA-wide	English Learners		Annual Basis	$3,050,000.00	$4,054,151.00	$6,300,000.00			$804,151.00	$7,104,151.00
1	1.7	Instructional options	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Annual Basis	$5,375,295.00	$2,553,840.00	$7,929,135.00				$7,929,135.00
1	1.8	Students with disabilities	Students with Disabilities	No				Annual Basis	$400,000.00	$680,000.00	$1,080,000.00				$1,080,000.00
1	1.9	Reduction of class size, hiring and retaining teachers	All	No				Annual Basis	$0.00	$7,200,000.00		$7,200,000.00			$7,200,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Arts and Music in Schools (AMS)	All	No				Annual basis	$3,144,413.00	$902,651.00		$4,047,064.00			$4,047,064.00
2	2.1	Increase parent engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Annual basis	$8,740,000.00	$260,000.00	$9,000,000.00				$9,000,000.00
2	2.2	FACES support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		Annual basis	$2,615,000.00	$385,000.00	$815,000.00			$2,185,000.00	$3,000,000.00
2	2.3	Parents of SWD	Students with Disabilities	No				Annual basis							
2	2.4	Community Schools model	All	No				Annual basis	$0.00	$4,200,000.00		$4,200,000.00			$4,200,000.00
3	3.1	Improve attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Annual basis	$4,643,102.00	$1,356,898.00	$6,000,000.00				$6,000,000.00
3	3.2	Mental, physical, behavioral, and socioemotional health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Annual basis	$7,619,301.00	$380,699.00	$8,000,000.00				$8,000,000.00
3	3.3	Counseling support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Annual basis	$3,463,985.00	$536,015.00	$4,000,000.00				$4,000,000.00
3	3.4	Upgrade facilities	All	No				Annual basis	$0.00	$20,000,000.00				$20,000,000.00	$20,000,000.00
3	3.5	Foster youth support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		Annual basis	$0.00	$365,000.00	$365,000.00				$365,000.00
3	3.6	Student Support Programs	All	No				Annual basis							
4	4.1	Social-emotional Support and Attendance	All	No				Annual basis	$305,000.00	$25,000.00	$25,000.00	$305,000.00			$330,000.00
4	4.2	Career Technical Education (CTE) preparedness	All	No				Annual basis	$0.00	$300,000.00		$300,000.00			$300,000.00
4	4.3	Professional Learning and Planning Time						Annual basis	$0.00	$130,000.00		$130,000.00			$130,000.00
4	4.4	Administrative Leadership and Professional Learning	All	No				Annual basis	$150,000.00	$20,000.00		$170,000.00			$170,000.00
5	5.1	College and Career Readiness	All	No				Annual basis	$720,000.00	$194,000.00		$914,000.00			$914,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	6.1	Targeted Monitoring for Students Transitioning to CVA	All	No				Annual basis	$150,000.00	$0.00		$150,000.00			$150,000.00
6	6.2	Expanding Opportunities for Creative Outlets	All	No				Annual basis	$0.00	$15,000.00		$15,000.00			$15,000.00
6	6.3	Professional Learning for Teachers and Staff	All	No				Annual basis	$0.00	$15,000.00		$15,000.00			$15,000.00
6	6.4	Expanding Communication with Students and Families	All	No				Annual basis	$0.00	$14,000.00		$14,000.00			$14,000.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
307670832.00	99825339.00	32.445%	0.000%	32.445%	$102,409,135.00	0.000%	33.285 %	**Total:**	$102,409,135.00
								LEA-wide Total:	$102,409,135.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Professional Learning plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,000,000.00	
1	1.2	Effective Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000,000.00	
1	1.4	Technological resources	Yes	LEA-wide	Low Income	All Schools	$8,000,000.00	
1	1.5	Broad course of study	Yes	LEA-wide	English Learners Foster Youth Low Income		$30,000,000.00	
1	1.6	English learners (plurilingual) students	Yes	LEA-wide	English Learners		$6,300,000.00	
1	1.7	Instructional options	Yes	LEA-wide	English Learners Foster Youth Low Income		$7,929,135.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Increase parent engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		$9,000,000.00	
2	2.2	FACES support	Yes	LEA-wide	English Learners Low Income		$815,000.00	
3	3.1	Improve attendance	Yes	LEA-wide	English Learners Foster Youth Low Income		$6,000,000.00	
3	3.2	Mental, physical, behavioral, and socioemotional health	Yes	LEA-wide	English Learners Foster Youth Low Income		$8,000,000.00	
3	3.3	Counseling support	Yes	LEA-wide	English Learners Foster Youth Low Income		$4,000,000.00	
3	3.5	Foster youth support	Yes	LEA-wide	Foster Youth Low Income		$365,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$181,109,035.00	$185,389,283.21

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
startcollapse					
1	1.1	Professional learning plan	Yes	$19,070,000.00	17,032,485.00
1	1.2	Effective instruction	Yes	$7,954,000.00	6744786.00
1	1.3	Instructional materials	No	$8,000,000.00	5,330,706.00
1	1.4	Technological resources	Yes	$8,800,800.00	8,015,665.00
1	1.5	Broad course of study	Yes	$30,520,000.00	29,368,756.21
1	1.6	English learners	Yes	$7,270,000.00	9085487.00
1	1.7	Instructional options	Yes	$7,097,500.00	7,929,135.00
1	1.8	Students with disabilities	No	$1,080,000.00	1,080,000.00
1	1.9	Post-secondary readiness	Yes	$1,850,500.00	1,395,006.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Reduction of class size, hiring and retaining teachers	Yes	$7,200,000.00	16,801,369.00
2	2.1	Increase parent engagement	Yes	$8,635,000.00	9,211,691.00
2	2.2	FACES support	Yes	$2,510,000.00	4719777.00
2	2.3	Parents of SWD	No	$0.00	0.00
2	2.4	Community Schools model	No	$4,200,000.00	4,200,000.00
3	3.1	Improve attendance	Yes	$8,200,000.00	6,119,102.00
3	3.2	Mental and physical health	Yes	$14,695,735.00	14399941.00
3	3.3	Counseling support	Yes	$4,160,000.00	4,090,925.00
3	3.4	Upgrade facilities	No	$39,500,000.00	39,500,000.00
3	3.5	Foster youth support	Yes	$365,500.00	364,452.00

2023-24 Contributing Actions Annual Update Table

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
98,829,956.00	$124,560,169.00	$123,059,398.00	$1,500,771.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
startcol lapse							
1	1.1	Professional learning plan	Yes	$17,350,000.00	17,032,485.00		
1	1.2	Effective instruction	Yes	$6,450,000.00	4,745,408.00		
1	1.4	Technological resources	Yes	$8,800,800.00	8,015,665.00		
1	1.5	Broad course of study	Yes	$30,000,000.00	29,368,756.00		
1	1.6	English learners	Yes	$5,640,000.00	7,307,765.00		
1	1.7	Instructional options	Yes	$6,897,500.00	7,929,135.00		
1	1.9	Post-secondary readiness	Yes	$1,500,000.00	1,395,006.00		
1	1.10	Reduction of class size, hiring and retaining teachers	Yes	$16,801,369.00	16,801,369.00		
2	2.1	Increase parent engagement	Yes	$8,550,000.00	9,211,691.00		
2	2.2	FACES support	Yes	$810,000.00	2,998,338.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Improve attendance	Yes	$8,200,000.00	6,119,102.00		
3	3.2	Mental and physical health	Yes	$9,035,000.00	7,679,301.00		
3	3.3	Counseling support	Yes	$4,160,000.00	4,090,925.00		
3	3.5	Foster youth support	Yes	$365,500.00	364,452.00		

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
320142638.00	98,829,956.00	2.68	33.551%	$123,059,398.00	0.000%	38.439%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners
Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)]().

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  - Indicate the school year to which the baseline data applies.

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

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions
For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

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

- **5. Total Planned Percentage of Improved Services**

  o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

ANAHEIM UNION HIGH SCHOOL DISTRICT

Education Division

LCAP

LOCAL CONTROL ACCOUNTABILITY PLAN

EDUCATION PARTNERS ENGAGEMENT PROCESS

2024

UNLIMITED YOU

ANAHEIM UNION HIGH SCHOOL DISTRICT

Superintendent's Message

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LCAP Goals/Mission/Values

Family & Community Engagement/Community Schools

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Superintendent's Message

Message from Michael Matsuda, Anaheim Union High School District Superintendent

Alarmingly, there are new reports that six out of ten youth are feeling isolated and lonely, in addtion suicidal ideation is on a steep rise across America. The integration of innovative teaching methodologies and cutting-edge research on adolescent mental health has become imperative. As we launch into the LCAP process, let us examine the current state of education in AUHSD.

AUHSD has proudly been highlighted for its focus on the convergence of two influential educational paradigms enabled by new developments in Artifiial Intelligence (AI). This new 'system' integrates the work of neuroscientist Dr. Mary Helen Immordino-Yang on conditions for learning connected to emotions and belonging with the Anaheim Union High School District's commitment for cultivating the 5Cs (communication, collaboration, critical thinking, creativity, and compassion) in students; and supporting this convergence through rapidly developing AI learning tools

With sophisticated learning platforms such as eKadence, aligned leadership, and support forteachers, we are at the stage where we can capture how and why the system we have developed with students, teachers, and the wider community works by focusing on whole child instruction-culminating in whole adults ready to fully participate in a healthy democratic society.

The role of Emotional Intelligence (EQ) is an indispensable life skill that empowers individuals to recognize, understand, manage, and harness their emotions effectively, all while remaining attuned to the emotions of others. Dr. Immordino-Yang and other neuroscientists have found that emotionally engaged students are more likely to retain information and apply critical thinking skills effectively.

The Anaheim Union High School District–a District with a high percentage of poverty– is dedicated to fostering the 5Cs in students, ensuring they are well-prepared for the challenges of the modern world. Note that the District does not "teach to the test" there are no test benchmarks of state interim assessments-yet all academic metrics have risen well beyond what demography would predict. These District drivers align with the development of emotional intelligence and well-being through classroom pedagogy:

Artificial Intelligence (AI) through the co-development of AI tools in partnership with eKadence and the University of California, Irvine, the District aims to help teachers develop more holistic and applied learning experiences, as well as lesson plans designed to support student agency and purpose.These practices include developing ePortfolios, performance task assessments, and capstones assisted by AI tools that encourage students to reflect on what they've learned,where students make connections between their education, and issues that are important to them personally.

This integration of AI in supporting whole child pedagogy, grounded in the principles of emotional intelligence and well-being, offers a beacon of hope in the face of the challenges that today's students encounter, fostering not just academic excellence, but also emotional resilience and societal contribution.

AUHSD represents a 'whole system' solution: 100 percent of the students, engaged parents, and community, as well as transformation of the education profession and close partnership with post-secondary, businesses, and social agencies. We now have greater practical clarity of what is needed and more importantly what it looks like in practice. The challenge is that it takes a daunting intensity of interaction and integration (synergy) of the key components. The negative costs of not pursuing this new paradigm, compared to the uplifting rewards of making it happen make this a challenge well worth fighting for! (For further evidence about AUHSD see book on "Educating for Purposeful Life" by S. David Brazer and Michael Matsuda (2023), and the case study in Fullan and Quinn, 2024).

Thank you.

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Education Division

Local Control Accountability Plan (LCAP)
Stakeholder Engagement Process 2024
LCAP Survey window (January 24th – February 11th)

Educational Partners-Group Meeting Dates and Focus Group Chairpersons

Tuesday	January 23, 2024	6:00 pm – 7:00 pm	LCAP Parent Introduction Workshop
	January 25, 2024	6:00 pm – 7:00 pm	LCAP Student Introduction Workshop
Day	**Date**	**Time**	**Location**
Thursday	February 08, 2024	6:00 pm–7:30 pm	La Palma Room
Tuesday	February 27, 2024	6:00 pm–7:30 pm	Room determined by focus group
Thursday	March 21, 2024	6:00 pm–7:30 pm	Room determined by focus group
Tuesday	April 09, 2024	6:00 pm–7:30 pm	Room determined by focus group
Thursday	April 25, 2024	6:00 pm- 7:30 pm	La Palma Room

Steering Committee Meeting Dates

Day	**Date**	**Time**	**Location**
Thursday	January 25, 2024	3:00 pm–3:45pm	In Person – PDC
Thursday	February 15, 2024	3:00 pm–3:45pm	In Person – PDC
Thursday	March 7, 2024	3:00 pm–3:45pm	In Person – PDC
Thursday	April 4, 2024	3:00 pm–3:45pm	In Person – PDC
Thursday	April 18, 2024	3:00 pm–3:45pm	In Person - PDC

Focus Group Chairpersons

State Priority # and Category	State Priority Focus Group	Focus Group Chairpersons		Location
LCAP Focus Group #1 (Priority #1)	Basic Services	Amanda Bean Amie Maya Brian Belski	Diana Fujimoto Erik Greenwood Scott Jensen	**District La Palma Room**
LCAP Focus Group #2 (Priority #2, #4, #7, #8)	State Standards Pupil Achievement Course Access Other Pupil Outcomes	Amy Kwon Celeste Krueger Charles Ku	David Green Lauren Klatzker	**Brookhurst JHS Room #10** (Tentatively)
LCAP Focus Group #3 (Priority #3)	Parental Involvement	Allison Konrad Araceli Chavez Carlos Hernandez	Kenny Perez Renae Bryant	**District PDC**
LCAP Focus Group #4 (Priority #5, #6)	Pupil Engagement School Climate	Adam Hernandez Adela Cruz Christie Gutierrez	Joe Saldana Lorena Stout Scott Reindl	**Brookhurst JHS GYM** (Tentatively)

California's Eight State Priorities

1	**Basic Services** - Rate of teacher misassignment - Access to standards-aligned materials - Facilities in good repair	2	**Implementation of State Standards** - Academic content - Performance Standards	3	**Parental Involvement** - Efforts to seek parental input in decision making - Promotion of parent participation	4	**Pupil Achievement** - Standardized test scores - Advanced placement test pass rates - English learning proficiency and reclassification rates - Evidence of college and career readiness
5	**Pupil Engagement** - Attendance rates - Middle & high school dropout rates - Graduation rates - Chronic absenteeism rates	6	**School Climate** - Suspension rates - Expulsion rates - Sense of safety and connectedness (school climate surveys)	7	**Course Access** Pupil enrollment in a broad course of study, including core academic subjects, STEM, world languages, the arts, health, career technical education, and physical education	8	**Other Pupil Outcomes** Pupil outcomes in broad course of study

Source: California Department of Education, State Priority Related Resources, https://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp

Rev. 072421 BOT

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AUHSD LCAP GOALS

LCAP

Goal 1
All students will demonstrate college, career, and life readiness and success through implementation of the five Cs.

Goal 2
Provide meaningful educational engagement opportunities for all parents and families to advocate for all students.

Goal 3
Provide and nurture a safe, reflective, responsive, and positive school culture.
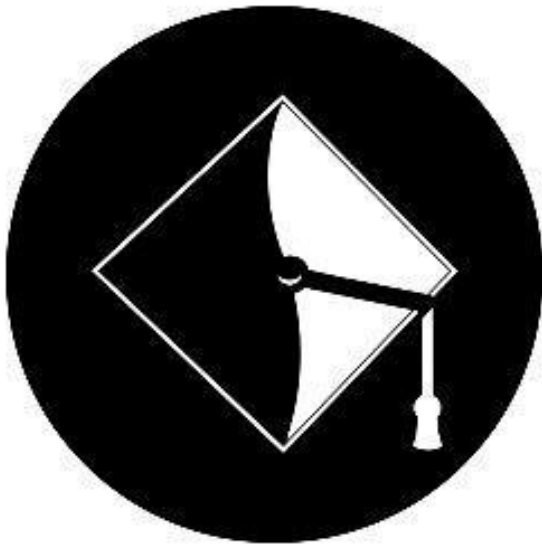
UNLIMITED YOU

AUHSD MISSION

The Anaheim Union
High School District,
in partnership with the
greater community,
will graduate
socially aware,
civic-minded students
who are life ready
by cultivating the
soft and hard skills.

AUHSD VISION

UNLIMITED YOU
ANAHEIM UNION HIGH SCHOOL DISTRICT

To Create a better world through Unlimited You

AUHSD Core Values

We believe...

1. In and model the 5 Cs: collaboration, creativity, critical thinking, communication, and compassion

2. That education must work for students and not the other way around.

3. In an assets-based instructional approach focused on our community's strengths and in nurturing everyone's potential

4. In moving the needle toward equity and justice

5. That our vision, mission, and core values are delivered primarily through instruction.

6. In systems not silos

7. Public schools should enhance and strengthen democracy through cultivation of student voice and problem solving
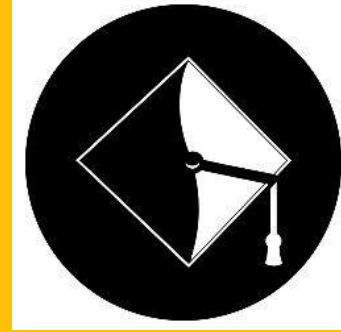
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COMMUNITY SCHOOLS IN AUHSD

A community school is a safe place at the heart of a community where students, staff, and families are connected and work together to expand opportunities and address the needs of the whole child so that all students can thrive and realize their unlimited potential.

COMMUNITY SCHOOLS IN AUHSD
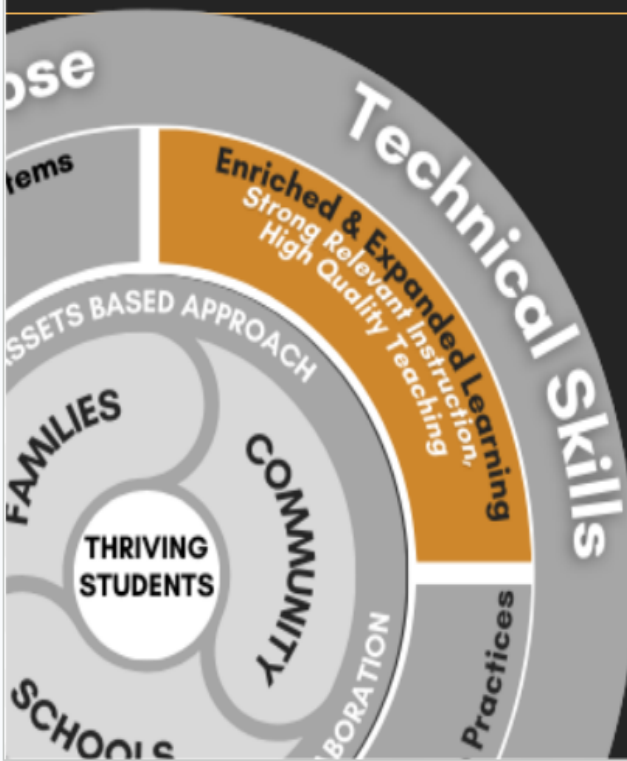
1. Strong and Proven Curriculum
Educators provide a rich and varied academic program allowing students to acquire both foundational and advanced knowledge and skills in many content areas.

Students learn with challenging, culturally relevant materials that address their learning needs and expand their experience. They also learn how to analyze and understand the unique experiences and perspectives of others. The needs of parents and families are addressed through English-as-a-Second-Language classes, GED preparation, and job training programs.

2. High-Quality Teaching
With the right policy support, great teachers are the ideal agents of meaningful and sustainable change in our most challenged schools. Accomplished and effective teachers help students learn at high levels. They also spread their expertise throughout the school on behalf of all students In community schools, teachers are fully licensed, knowledgeable about their content, and skillful in their practice.

Instructional time focuses on learning rather than testing. Individual student needs are identified and learning opportunities are designed to address them.

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Family and Community Engagement (FACE) at AUHSD

Our Vision: *Together we build the capacity of our community in a welcoming, culturally responsive environment that champions trust, cultivates empathy, and empowers family and community engagement for UNLIMITED success of our students.*

LCAP Goal #2: *Provide meaningful educational engagement opportunities for all parents and families to advocate for all students.*

The Basics of FACE	Key Principles of FACE	Programs and Services
Welcoming environments: *Every school will promote a positive school culture that welcomes families onto our campuses.*	**Equity:** *Family and community engagement should be approached with a lens of equity to ensure **all** families' needs are addressed and together we find ways to meet these needs.*	**Parent Leadership and Advocacy** • Parent Leadership Academy (PLA) • Parent Learning Walks (PLWs) • Site and district committees (SSC, ELAC, SPAC, PTSA)
Building trusting relationships: *Staff will build authentic relationships with families, which foster trust.*	**Access:** *The district will provide as much support as possible to remove barriers for families to be able to engage in with our schools.*	**Adult Education and Upskilling** • NOCE Adult Classes • Google Certificates • eKadence Digital Badges
Empowering families to become the best advocates for their students: *The district and school sites will provide opportunities for families to become leaders in their schools and community.*	**Responsiveness:** *Our schools will provide safe spaces for families to raise their voice and we will work and collaborate to address concerns in a timely manner with a solution-oriented mindset.*	**Family resources and support** • Community Schools • Links to community based organizations • Site-based services (health, dental, social services, etc.)

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ANAHEIM UNION HIGH SCHOOL DISTRICT
Local Control Accountability Plan 2024-2025

THE LCFF AND THE LCAP

LOCAL CONTROL FUNDING FORMULA (LCFF)

The **LCFF** is the state's funding formula for K-12 public schools. The **LCFF** establishes three categories by which school districts receive funding: **PER-STUDENT BASE FUNDING, SUPPLEMENTAL FUNDING, AND CONCENTRATION FUNDING.**

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

The **LCAP** is the District's three-year plan for how it will use LCFF funding to align AUHSD's strategic planning with the budget to accomplish both state and District goals. This comprehensive process enables the District to serve all AUHSD students.

The LCAP requires school districts to identify annual goals, take action, and measure progress in the areas of academic achievement, school climate, and parent engagement.

8 STATE PRIORITIES

In addition, each school district's LCAP must focus on the state's eight priority areas:

1. BASIC SERVICES
2. ACADEMIC STANDARDS
3. PARENT INVOLVEMENT
4. STUDENT ACHIEVEMENT
5. STUDENT ENGAGEMENT
6. SCHOOL CLIMATE
7. COURSE ACCESS
8. OTHER OUTCOMES

TYPES OF LCFF FUNDING

PER-STUDENT BASE FUNDING
School districts receive a base level of per-student funding that varies slightly depending on the grade level of each student.

SUPPLEMENTAL FUNDING
This funding source adds 20 percent to the base funding for each English language learner, low income student, and foster youth.

CONCENTRATION FUNDING
The third level of funding is equal to 50 percent of the entire base. However, this funding is only received if a district's enrollment of English language learners, low income students, and foster youths exceeds 55 percent of its total enrollment. AUHSD receives this third level of funding, because its enrollment exceeds the 55 percent threshold.

Each of the eight priorities are addressed and grouped into three focus areas:

CONDITIONS OF LEARNING 1 2 7

STUDENT OUTCOMES 4 8

ENGAGEMENT 3 5 6

UNLIMITED YOU
ANAHEIM UNION HIGH SCHOOL DISTRICT

AUHSD AWARDS

#1 Public School in Orange County (Oxford Academy)

2 National Blue Ribbon Awards

7 California Distinguished Schools

8 California Civic Learning Awards of Excellence

1 California Green Ribbon School (Katella High School)

8 Golden Bell Awards from CSBA

13 California Gold Ribbon Schools

1 California Champion of Civics: Superintendent Matsuda

2 NAMM Best Communities for Music

1 P21 National Exemplar School

20 California Democracy Schools

1 California Model Continuation High School (Gilbert High School)

2022-2023 Demographics
Anaheim Union High School District, Orange County, CA

Total Enrollment	27,748 students
8 comprehensive High Schools (9-12)	18,043
8 comprehensive Junior High School (7-8)	7,946
Oxford Academy (7-12):	1,289
Cambridge Virtual Academy (7-12):	141
Alternative Education (Gilbert High School):	642
Alternative Education (Polaris IS):	577
Special School (Hope High School/Non-Public School)	292
Program	
Socioeconomically Disadvantaged:	78.2%
English Learners:	21.5%
Students with Disabilities:	13.8%
Homeless:	849 students
Foster Youth:	136 students

2022-2023 Ethnicity by Race/Ethnicity

Two or More Rac... 2.6%
White 7.8%
Pacific Islander 0.4%
African American 2.1%
Asian 13.4%
Filipino 3.9%
Hispanic or Latino 69.7%

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California State PTA

every child. *one* voice.

LCFF + LCAP
Your voice matters

Understanding school funding and how it impacts your child

California's school funding law, the **Local Control Funding Formula (LCFF),** is the way schools focus on student success.

The LCFF requires all school districts to involve parents in planning, decision-making, developing and reviewing Local Control and Accountability Plans (LCAPs). It also:

- Requires school districts to focus on eight key areas that help all students succeed.

- Provides extra funding for students with greater challenges.

- Gives school districts more flexibility in spending money to improve local schools.

Now is the time to speak up for your child's education.

BOT 132

The Local Control and Accountability Plan (LCAP):

A s a critical component of the LCFF law, every school district must engage parents and the community to create a Local Control and Accountability Plan (LCAP). The LCAP is intended to be a comprehensive planning tool.

Each plan must describe:

- District-wide and school-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific subgroups of students, in each of the eight state priority areas, plus any locally identified priority areas.

- Expected progress toward meeting the goals—and as part of a district's required annual update of the plan, the district must describe actual progress made toward meeting the goals and describe any adjustments to be made.

- Expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth will be used to increase or improve services for these students.

- The process used to involve parents, students, community members, school employees and other stakeholders in developing, reviewing and supporting implementation of the LCAP.

Calendar for Adopting Plans

Every school district must involve parents, students and school employees in the development and review of its Local Control and Accountability Plan (LCAP).

As part of the process, every district must convene a parent advisory committee and district governing boards must:

- Share a draft of the district's initial three-year LCAP at a public board meeting and provide opportunities for parents and others to give feedback;
- Respond to any feedback on the plan;
- Hold a separate public board meeting to discuss and adopt the plan.

The LCAP and district budget must be adopted and submitted to the County Office of Education prior to July 1.

As a next level of oversight, county offices of education are required to review and approve each school district's plan. School districts must then review progress and update their plans annually.

Each school district's Local Control and Accountability Plan (LCAP) must focus on eight priority areas that help all students succeed. These eight priority areas reflect PTA's belief that many factors — both inside and outside the classroom — positively impact student success.

CONDITIONS OF LEARNING

1

Basic Services
Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards and safe, properly maintained school facilities.

2

Implementation of State Standards
Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including California's State Standards for English language arts and math, Next Generation Science Standards and English Language Development Standards.

3

Course Access
Ensuring all students have access to a broad course of study in all required subject areas including math, social science, science, visual and performing arts, health, physical education, career and technical education and others, that prepares them for college and careers, regardless of what school they attend or where they live.

PUPIL OUTCOMES

4

Student Achievement
Improving achievement and outcomes for all students as measured in multiple ways such as test scores, English proficiency and college- and career-preparedness.

5

Other Student Outcomes
Measuring other important indicators of student performance in all required areas of study.

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Eight priority areas to help all students succeed

Want to dig deeper?

Learn more about how you can provide input into each of these areas by checking with your school district or visiting www.capta.org/lcff to download our LCAP Quick Guides.

ENGAGEMENT

6. Student Engagement
Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

7. Parent Involvement
Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students. (See the PTA National Standards for Family-School Partnerships Assessment Guide for suggested ways to measure progress.)

8. School Climate
Factors both inside and outside the classroom that impact student success such as health, safety, student discipline and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers and parents.

How does the Local Control Funding Formula work?

The LCFF changes the way the state provides money to school districts. Under this system, school districts receive a uniform base grant for every student, adjusted by grade level. School districts receive additional supplemental grants for students with greater challenges, defined as low-income students, English learners and foster youth. Districts receive additional concentration grant funding when the numbers of these students enrolled in a district make up more than 55 percent of a district's total enrollment.

ADJUSTMENTS

👤 + [Grade Level / Demographics (Low Income, English Learner and/or Foster Youth)] = $
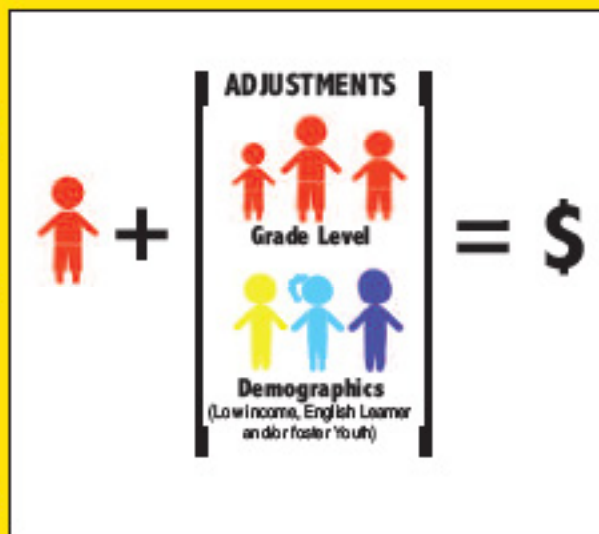
Key questions to ask your school leaders about the LCAP

Each school district's Local Control and Accountability Plan (LCAP) must be developed with input from parents, students and school employees. The plans must address the eight state priority areas. Here is a sampling of questions you can ask your school principal, district administrators and school board members:

- Where can I find my school district's LCAP?

- How, when and where can I give input on our LCAP?

- What are our school and school district doing to engage all parents in the process of developing and reviewing our LCAP? How can parents, staff and community partners work together to support student success at home and at school?

- What are we doing to ensure that all students are motivated to come to school?

- Do all of our students have textbooks and materials that are up-to-date? Are school facilities safe? Are we providing instruction by credentialed teachers in all subject areas?

- What are we doing to prepare and train our staff on the state standards and assessments?

- How is our school district improving or increasing services for low-income students, English learners and foster youth?

- Do all of our students have access to a complete education that includes the arts, physical education and other required courses?

- In what ways does school climate impact student achievement? What is being done to improve school climate so all students have a positive school experience?

- In what different ways is our district measuring student achievement?

- How are we increasing our graduation rates and reducing the number of drop outs?

LCFF 👫 LCAP
Your voice matters · PTA

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Your voice matters – join the conversation!

When parents and families take an active role in their children's education both at home and in the community, children perform better in school and have a better chance of furthering their education.

Get the facts!

- Find out what your school district is doing to engage you and all parents.
- Talk with your children's teachers and principal.
- Share your ideas directly with administrators and school board members. Attend a meeting or volunteer to serve on a committee.
- Talk with other parents and connect with your local PTA.
- Learn more about the eight priority areas of the Local Control and Accountability Plan (LCAP) and how they can help your child succeed.

Learn more – get engaged!

Here are a number of other great resources to learn more and to get engaged:

- **Your local school district's website** – A good place to start to learn more about programs and services at your school. Be sure to also look at the School Accountability Report Cards (SARCs) that must be posted for each school.

- **California State PTA** – Informational videos, fliers and more in multiple languages available to PTAs and all parents at www.capta.org.

- **EdSource.org** – Offers a guide to the LCFF along with news and information about California K-12 finance system.

More great resources, videos, comprehensive information and tools are available at:

- WestEd.org
- cde.ca.gov
- EdTrust.org/west and FairShare4Kids.org
- Ed100.org
- ChildrenNow.org
- Ed-Data.org

The California State PTA website is your "go-to" place for the latest information and resources on the LCFF and family engagement! Materials are available in multiple languages.

- Videos • Presentations • Fliers
- Handouts • News • Articles
- Links • And more!

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CAREER PREPAREDNESS SYSTEMS FRAMEWORK

CPSF

YOUTH VOICE & PURPOSE

21ST CENTURY SKILLS

STUDENT

TECHNICAL SKILLS

- CIVIC PURPOSE INITIATIVES
- SERVICE LEARNING
- CAREER EXPLORATION
- CULTURAL & LANGUAGE DIVERSITY

- CAREER TECHNICAL EDUCATION PATHWAYS
- ANAHEIM'S INNOVATIVE MENTORING EXPERIENCE (AIME)
- ROBUST DUAL CREDIT PROGRAM WITH COMMUNITY COLLEGES
- SEAL OF BILITERACY

- 5 Cs APPROACH
- TRANSFERABLE IN ALL INDUSTRIES
- EMOTIONAL & RELATIONAL INTELLIGENCE
- SELF-REFLECTION

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ANAHEIM UNION HIGH SCHOOL DISTRICT

CHARACTER and COMPASSION

Character is a combination of a person's mental and moral qualities and actions; compassion means caring for and wanting to help others. A person with strong character and compassion acts with integrity and honesty; treats themselves and others with love and respect; demonstrates concern for and personal commitment to the community; is culturally competent; and acts as a leader by standing up and advocating for others, especially those who cannot advocate for themselves. Character and compassion are crucial to developing relationships, educational and life success, and making the community a better place.

5Cs
- CHARACTER & COMPASSION
- CRITICAL THINKING
- COLLABORATION
- CREATIVITY
- COMMUNICATION

Students who need substantial **scaffolding** and **guidance** are:

Students who need moderate **facilitation** are:

Students who need minimal **direction** are:

	EMERGING	PROGRESSING	EXCELLING
COMMUNITY	Demonstrate civic awareness of social, political, or cultural issues occurring within the community.	Demonstrate some civic engagement in the community (e.g., participating in a volunteer activity or registering to vote).	Demonstrate active civic engagement by responding to needs of the community; volunteer to take action or implement a plan of change.
DIVERSITY	Begin developing an understanding of diversity and participate in opportunities to learn about cultural competency.	Understand the value of diversity and demonstrate ability to interact respectfully with people who have different views.	Value diversity and demonstrate cultural competency by respectfully interacting with people from different cultures; seek to understand different views and examine own views critically.
ADVOCACY	Be an active helper in group situations; may act as a bystander rather than an advocate in situations of conflict.	Be an active and engaged participant in group situations; support others in a non-confrontational way in situations of conflict.	Be a leader in group situations; act as an upstander by actively supporting and advocating for others in situations of conflict.
EMPATHY	Demonstrate sympathy; begin to practice mindfulness; develop awareness of vulnerability of self and others.	Demonstrate empathy situationally; practice mindfulness; reflect on own vulnerability and consider the vulnerability of others.	Demonstrate compassion; practice mindfulness regularly; embrace own vulnerability as a means of connecting with and supporting others.
SELF-AWARENESS	Begin to develop self-awareness including feelings and motives; begin to understand integrity and reflect on moral principles.	Demonstrate self-awareness; understand integrity and display it situationally.	Demonstrate strong self-awareness, self-love, and self-advocacy; display high levels of integrity and support others in doing the same.

CLASSROOMS THAT PROMOTE CHARACTER AND COMPASSION...

- Give time and create positive opportunities for students to get to know each other and be known as an individual by teachers and peers.
- Explore, respect, and celebrate the diversity (cultural, religious, linguistic, economic, ability, gender identity, family structure, sexual orientation, etc.) of the school community at every opportunity.
- Provide learning environment that allows students to see and understand other points of view and model consistent, positive interactions.
- Establish a student- and teacher-developed social contract that outlines expectations and desired outcomes to create agreement and a classroom culture where students feel a sense of responsibility to and for one another.
- Model leadership and civic inquiry to show open-mindedness both as an attribute and as a value; build positive relationships with community.

ANAHEIM UNION HIGH SCHOOL DISTRICT

COLLABORATION

Collaboration is the ability for people to work with others to achieve a shared goal. Effective collaboration requires sharing leadership and responsibility, working from strengths of self and others, following through on commitments, providing and receiving constructive feedback, and modifying ideas or approaches to benefit the group. It is important to create a sense of shared ownership by making sure each person's voice is heard, working respectfully together, and valuing team members' cultures, languages, and perspectives.

CHARACTER & COMPASSION

CRITICAL THINKING

COLLABORATION

5Cs

CREATIVITY

COMMUNICATION

Students who need substantial **scaffolding** and **guidance** are:

Students who need moderate **facilitation** are:

Students who need minimal **direction** are:

	EMERGING	PROGRESSING	EXCELLING
ROLES	Follow preset or assigned group norms and roles.	Participate in the process of setting group norms and assigning roles.	Set and follow group norms and establish roles aligned with individual strengths in a self-directed manner.
VIEWS	May need prompting to consider different perspectives.	Consider different perspectives.	Seek out, value, and incorporate different perspectives.
DISCUSSION	Practice expressing opinions thoughtfully and interacting respectfully with team members, with guidance.	Express thoughtful opinions related to the topic or discussion; interact respectfully with all team members.	Express thoughtful opinions related to the topic or discussion and encourage others to do the same; create an inclusive, respectful environment; apply positive conflict resolution when needed.
TEAMWORK	Work together to create an action plan with scaffolded support.	Work together to create an action plan to achieve a shared goal.	Work together to build consensus among group members and create a comprehensive action plan to achieve a shared goal.
FEEDBACK	May need guidance to learn how to give and receive feedback and how to reflect on performance.	Practice giving constructive feedback, adapt ideas in response to feedback from others, and reflect on individual and group performance with occasional outside facilitation.	Provide constructive feedback consistently, adapt ideas or approaches in response to feedback while considering the benefit to the group, and reflect on individual and group performance.

CLASSROOMS

THAT PROMOTE COLLABORATION...

- Give intentional Talk Time (approximately 30% of class time) for students to participate in discussions, debates, oral presentations, written assignments, and group projects.

- Provide flexible physical workspaces where desks can be moved to support multiple types of learning (e.g., small groups, fishbowl conversations) and provide digital collaboration opportunities when possible.

- Establish a clear social contract to create a safe, equitable learning environment that invites teamwork and where students feel comfortable asking questions and are excited to learn together.

- Build opportunities that teach students how to be part of a team including the benefits of collaboration, setting of group roles and norms, stages of team building, and protocols for handling conflict or disagreement.

- Encourage, support, and recognize the achievements of the team and the contributions of all individual students.

AUHSD 5Cs DESCRIPTOR– COLLABORATION

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COMMUNICATION

Communication is the sharing of ideas, information, opinions, or emotions with other people. Communication can be written, spoken, or nonverbal and requires the ability to read and understand text; write and speak with clear purpose, tone, and awareness of audience; and listen effectively to others. As technology changes, communication must constantly adapt in school, work, and everyday life, but remains central to the sharing of knowledge and forming of relationships.

5Cs

- CHARACTER & COMPASSION
- CRITICAL THINKING
- COLLABORATION
- CREATIVITY
- COMMUNICATION

Students who need substantial **scaffolding** and **guidance** are:

Students who need moderate **facilitation** are:

Students who need minimal **direction** are:

	EMERGING	PROGRESSING	EXCELLING
COMPREHENSION	Demonstrate some understanding of information (subject, purpose, audience, relevance, tone).	Demonstrate understanding of information (subject, purpose, audience, relevance, tone) and identify important ideas.	Demonstrate strong understanding of information (subject, purpose, audience, relevance, and tone) from various sources; identify important ideas and supporting details; make connections between information, past learning, or life experiences.
MESSAGE	May need support to clearly convey message and to adjust approach for different writing or speaking situations.	Convey message clearly; attempt to adapt genre and language to the purpose, audience, and medium when writing or speaking.	Convey message articulately and purposefully; independently adapt genre and language to various purposes, audiences, and mediums when writing or speaking.
SPEAKING	May need reminders and support to demonstrate poise, voice, emotion, eye contact, gestures, and appropriate speed when speaking.	Demonstrate poise, voice, emotion, eye contact, gestures, and appropriate speed when speaking.	Effectively engage the audience; consistently demonstrate poise, voice, emotion, eye contact, gestures, and appropriate speed when speaking.
LISTENING	Listen with some understanding; may need scaffolding for positive listening behaviors such as sitting up, leaning forward, asking questions, nodding, and tracking the speaker.	Recognize and restate main points when listening; demonstrate some positive listening behaviors such as sitting up, leaning forward, asking questions, nodding, and tracking the speaker.	Recognize main ideas, make relevant connections, and detect bias when listening; independently employ positive listening behaviors including sitting up, leaning forward, asking questions, nodding, and tracking the speaker.
REFLECTION	Reflect on content of written or oral communication with scaffolding and guidance.	Reflect on content and delivery of written or oral communication.	Reflect on content, delivery, and implications of written or oral communication; identify how learning altered existing knowledge or approach.

CLASSROOMS

THAT PROMOTE COMMUNICATION...

- Give assignments that allow students to practice different modes of communication (written, oral, and nonverbal) and ensure approximately 30% of class time is dedicated to providing formal and informal speaking opportunities.
- Provide opportunities for students to communicate with various audience (peers, teachers, outside audiences) to contextualize communications.
- Use technology to develop speaking and listening skills (e.g., create video blogs that allow students to practice speaking then have students develop their aural skills by listening to each other's video blogs, noting the purpose, main points, implications, and tone).
- Ask open-ended questions to facilitate discussion and debate and demonstrate multiple ways to interpret and answer a question.
- Encourage students to develop their independent voice through freedom of choice in mode and topic.

AUHSD 5Cs DESCRIPTOR– COMMUNICATION

ANAHEIM UNION HIGH SCHOOL DISTRICT

CREATIVITY

Creativity is the ability to think or design in innovative and useful ways. It is a process, rather than a single thought or event, and requires comfort with uncertainty and the unfamiliar, the ability to see from different perspectives, flexibility, and courage to take on the risk involved in creating something new. Creativity is important because it generates new possibilities, innovations, and solutions to problems.

5Cs

CHARACTER & COMPASSION
COLLABORATION
CRITICAL THINKING
CREATIVITY
COMMUNICATION

Students who need substantial **scaffolding** and **guidance** are:

Students who need moderate **facilitation** are:

Students who need minimal **direction** are:

	EMERGING	PROGRESSING	EXCELLING
INNOVATION	Rely on familiar ideas or solutions and may require guidance to generate innovative thinking.	Attempt to form original ideas or solutions while considering more than one possibility when developing an approach.	Form innovative ideas or solutions that are new or unexpected; consider effectiveness of multiple possibilities before deciding on an approach.
SOURCES	Use typical source(s) of information.	Use several sources of information, some of which are unique.	Use a variety of resources; find unusual ways or places to get information; seek out support and feedback from others.
OPEN-MINDEDNESS	May need encouragement when confronted with ambiguity or different perspectives.	Demonstrate open-mindedness when confronted with ambiguity or different perspectives; modify ideas or approach based on new information.	Demonstrate comfort with freedom of choice, ambiguity, and different perspectives; take risks and modify ideas or approach based on new information.
MATERIALS	Willing to use different media and materials to build understanding or share ideas, with guidance.	Demonstrate interest in and attempt to use different media and materials to express ideas.	Use a variety of materials and media to enhance learning and express ideas; present information in a different way or recreate it from a new perspective.
REFLECTION	May need guidance and support when reflecting on personal performance and the creative process.	Reflect on personal performance and the creative process; identify opportunities for growth.	Independently reflect on personal performance and past/future growth; understand the value of the creative process as well as the end product.

CLASSROOMS
THAT PROMOTE CREATIVITY...

- Value and reward curiosity and innovation by encouraging students to question, explore, and investigate topics and help them understand how doing so contributes to their own or classroom learning.

- Provide opportunities for students to pitch ideas, share work, and gather feedback from peers and experts.

- Create a safe learning environment for students and teachers where originality of ideas is regularly celebrated and uncertainty, taking risks, and learning from failure are encouraged and acceptable.

- Incorporate innovative learning materials such as podcasts or AUHSD Talks and use technology to help students engage more deeply with a topic.

- Provide opportunities for students to facilitate their own learning and the learning of others by exploring areas of interest.

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ANAHEIM UNION HIGH SCHOOL DISTRICT

CRITICAL THINKING

Critical thinking is when the quality of thought is improved by analyzing, assessing, and reconstructing information. Critical thinking means asking a question with purpose or identifying a goal, constructing and evaluating arguments, identifying relevant and important ideas, detecting inconsistencies in reasoning, and reflecting on the justification of the conclusions. Being able to think this way is crucial to navigating the world both in- and outside educational settings and to finding solutions to real-world problems.

5Cs
- CHARACTER & COMPASSION
- COLLABORATION
- COMMUNICATION
- CREATIVITY
- CRITICAL THINKING

Students who need substantial **scaffolding** and **guidance** are:

Students who need moderate **facilitation** are:

Students who need minimal **direction** are:

	EMERGING	PROGRESSING	EXCELLING
RESOURCES	Require guidance to find and use appropriate and accurate resources.	Identify and use appropriate and accurate resources.	Identify and use appropriate, accurate, and reliable resources; make connections between disciplines and contexts.
ANALYSIS	Begin to analyze new information and perspectives with support.	Demonstrate moderate ability to analyze, synthesize, and evaluate new information and perspectives.	Analyze, synthesize, evaluate, and detect bias in new, complex information and perspectives.
GRIT	May need encouragement to develop grit and resilience to persevere.	Demonstrate grit and resilience to persevere situationally.	Demonstrate grit and resilience to persevere consistently, even in novel or unexpected situations.
GROWTH	May need to be reminded that some problems require more effort to solve.	Increase effort in response to challenging problems.	Seek out challenging problems and approach failure as an opportunity to improve and increase effort accordingly.
PROBLEM SOLVING	Use problem solving process and self-reflection inside a scaffolded classroom setting as directed.	Apply problem solving process and self-reflection in classroom and school settings (e.g., in other classes, on projects, with group work).	Apply problem solving process and self-reflection to real-world problems; consider how the process can be used to find solutions outside of a school setting (e.g., at home, at work, with friends).

CLASSROOMS THAT PROMOTE CRITICAL THINKING...

- Create learning opportunities such as AUHSD Talks, Project Based Learning, DBQs, Civic Inquiry, and performance tasks that are open-ended, intentionally challenging to students, connected to meaningful real-life contexts, relevant to students' lives, and aligned to students' interests.
- Allow students to make independent critical decisions throughout the process of completing an assignment (e.g., students are allowed to formulate their own problems/hypotheses within a topic, instead of being given a prompt or completed hypothesis.)
- Give students time to process material or concepts that require them to manipulate information; to think about, discuss, and evaluate content; and to make decisions based on evidence either individually or in teams.
- Monitor student learning by regularly checking for understanding, adjusting instruction as needed, and providing opportunities for students to reflect on learning.
- Encourage students to ask critical questions and consider diverse perspectives about subject matter to facilitate discussion, clarify, and extend students' thinking.

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OVERVIEW IMPLEMENTATION COMMITMENTS

	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
ACADEMIC PLANNING	• 6-Year plan created • Course Completion of "C" or higher • Global Awareness and Cultural Competence • Capstone Artifacts and Reflection • Focus on 5 Cs • Writing Journey • Civic Learning and Action Project • 6th to 7th Transition Plan • Planning for Pathways to Biliteracy	• 6-Year Plan Updated • Course Completion of "C" or higher • Global Awareness and Cultural Competence • Capstone Artifacts and Reflection • Focus on 5 Cs • Writing Journey • Civic Learning and Action Project • Pathways to Biliteracy	• 6-Year Plan Updated • A-G Course Completion of "C" or higher • CTE Pathway • 10 Hours of Civic Learning • Dual Enrollment Classes • Global Awareness and Cultural Competence • Capstone Artifacts and Reflection • Focus on 5 Cs • Writing Journey • Civic Learning and Action Project • 8th to 9th Transition Plan • Autobiographical Essay • Planning for Seal of Biliteracy	• 6-Year Plan Updated • A-G Course Completion of "C" or higher • CTE Pathway • 10 Hours of Civic Learning • Dual Enrollment Classes • Global Awareness and Cultural Competence • Capstone Artifacts and Reflection • Focus on 5 Cs • Writing Journey • Civic Learning and Action Project • Planning for Seal of Biliteracy	• 6-Year Plan Updated • A-G Course Completion of "C" or higher • CTE Pathway • 10 Hours of Civic Learning • Dual Enrollment Classes • Global Awareness and Cultural Competence • Capstone Artifacts and Reflection • Focus on 5 Cs • Writing Journey • Civic Learning and Action Project • SBAC Assessment • Planning for Seal of Biliteracy	• 6-Year Plan Updated • A-G Course Completion of "C" or higher • CTE Pathway • 10 Hours of Civic Learning • Dual Enrollment Classes • Global Awareness and Cultural Competence • Capstone Senior Portfolio Showcase • Focus on 5 Cs • Writing Journey • Civic Learning and Action Project • Seal of Biliteracy • Ensure 4th year of math
COLLEGE & CAREER PLANNING	• College and Career Fair • Thrively Strengths Assessment • 7th grade College and Career Exploration Activity • Counseling Instruction on Social Emotional • Financial Literacy	• College and Career Fair • Thrively Strengths Assessment/ Reflective Practice • 8th grade College and Career Exploration Activity • Counseling Instruction on Social Emotional • 8th Grade Push • Financial Literacy	• College and Career Fair • Thrively Strengths Assessment/ Reflective Practice • Anaheim's Innovative Mentoring Experience (AIME) and work-based learning • College and Career Exploration • Counseling Instruction on Social Emotional • Dual Enrollment • Financial Literacy	• College and Career Fair • Thrively Strengths Assessment/ Reflective Practice • Anaheim's Innovative Mentoring Experience (AIME) and work-based learning • College and Career Exploration & Assessment • Counseling Instruction on Social Emotional • Dual Enrollment • Financial Literacy	• College and Career Fair • Thrively Strengths Assessment/ Reflective Practice • Anaheim's Innovative Mentoring Experience (AIME) and work-based learning • AIME Internships • Counseling Instruction on Social Emotional • Dual Enrollment • Junior Push Activity • 12th grade planning • Transcript evaluation • UC Essay Activity • College Admissions Exams • FAFSA Forecasting • Financial Literacy	• College & Career Fair • Thrively Strengths Assessment/ Reflective Practice • Anaheim's Innovative Mentoring Experience (AIME) and work-based learning • AIME Internships • Counseling Instruction on Social Emotional • Dual Enrollment • Senior Push Activity • College applications • College Admissions Exams • Apply for Financial Aid and Scholarships • Financial Literacy

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ANAHEIM UNION EDUCATIONAL PLEDGE
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	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
FAMILY ENGAGEMENT	• Understand/Review 6-Year Plan • College & Career Awareness Experiences • Parent Leadership Academy • Family Engagement Education Series • Career Preparedness Systems Framework (CPSF) Implementation • Parent Learning Walks		• Review 6-Year Plan • College & Career Planning • Financial Aid Literacy • Parent Leadership Academy • Family Engagement Education Series • Career Preparedness Systems Framework (CPSF) Implementation • Parent Learning Walks		• Review 6-Year Plan • College admissions process workshop • Financial Aid workshop (11th)/Financial Aide Completion (12th) • College & Career Awareness Experiences • Parent Leadership Academy • Family Engagement Education Series • Career Preparedness Systems Framework (CPSF) Implementation • Parent Learning Walks	
PROFESSIONAL LEARNING	• First Best Instruction through the 5 Cs • AUHSD HS Grad Requirements • College & Career Awareness • Culturally Relevant Pedagogy/ Implicit Bias • Social Emotional Learning • Project Based Learning • Civic Learning and Action • Inquiry Based Learning • Career Exploration/ Pathway • Family Engagement Strategies • Capstone Professional Learning • Writing Journey		• First Best Instruction through the 5 Cs • AUHSD HS Grad Requirements • College & Career Awareness • Culturally Relevant Pedagogy/ Implicit Bias • Social Emotional Learning • Project Based Learning • Civic Learning and Action • Inquiry Based Learning • Career Exploration/ Pathway • Family Engagement Strategies • Capstone Professional Learning • Writing Journey • Financial Aid/ Financial Literacy • Academic Alignment with Post-Secondary Institutions			

ANAHEIM UNION EDUCATIONAL PLEDGE
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City of Anaheim	• Offer mentoring opportunities for any student in the Anaheim Union High School District through the Anaheim Innovation Mentoring Experience (AIME) program. • Offer summer internships through the Anaheim Innovation Mentoring Experience (AIME) program to high school juniors. • Provide AUHSD students and staff pre-approved access to Anaheim Public Library's online resources and services.
TGR Foundation – A Tiger Woods Charity	• TGRF and AUHSD staff will collaborate on course development articulated through CTE Pathways for AUHSD students at targeted schools. • TGRF will offer college access support to all AUHSD students through its College Bound Academy. • TGRF will offer college scholarships to select AUHSD students to help meet their financial needs. • TGRF will support AIME by identifying potential internships and apprenticeships for any joint TGRF/AUHSD student. • TGRF will offer in-person and digital learning options in STEM careers for all AUHSD students. • TGRF will work collaboratively with AUHSD to provide educator professional learning to deepen the classroom experience and connection to students. • TGRF will provide ongoing coaching support to AUHSD staff as they integrate inquiry into their classroom practice. • TGRF will provide support services for AUHSD families in the areas of career and college access.

North Orange County Community College District	• North Orange County Community College District (NOCCCD) campuses—Cypress College, Fullerton College and North Orange Continuing Education will work in collaboration with AUHSD to provide students, parents, and staff with resources promoting higher education:
	  ○ NOCCCD will work with AUHSD staff to provide resources and services for students in grades 7 through 12th.
	  ○ NOCCCD will work with AUHSD staff to provide parent workshops on financial aid and the admission process for the Cypress and Fullerton Colleges.
	  ○ NOCCCD will provide dual enrollment courses in AUHSD schools.
	  ○ For students who participate in AIME, the following resources will be provided:
	    ▪ Offer mentoring opportunities for any student in the Anaheim Union High School District through the Anaheim Innovation Mentoring Experience (AIME) program.
	    ▪ Offer summer internships through the Anaheim Innovation Mentoring Experience (AIME) program to high school juniors.
	• NOCCCD will facilitate colloquiums between high school and community college faculty.
	• NOCCCD campuses will support AUHSD students to ensure their success throughout the transition from high school to community college onto completion of their educational goals.
	  ○ Provide college mentors at AUHSD High Schools.
	  ○ Opportunity to participate in summer enrichment programs.

California State University, Fullerton	• CSUF will work in collaboration with AUHSD to provide students, parents, and staff with resources promoting higher education. This includes providing:
	  ○ Resources, workshops and services for students in grades 7th through 12th,
	  ○ Support for students in grades 7th through 12th on English Language Development through a Summer Language Academy,
	  ○ Summer internships through the Anaheim Innovation Mentoring Experience (AIME) program to high school juniors, and
	  ○ Parent workshops on A-G, financial aid, and the admission process for higher education and California State University campuses.
	• A CSUF staff member will attend the school site College and Career Access Team meetings, and work collaboratively with AUHSD staff and partners to provide workshops and information about higher education.
	• CSUF will consider on an annual basis the option of providing an Admission Advantage for AUHSD students who apply directly to CSUF and AUHSD students who attend Cypress College or Fullerton College and who apply directly to CSUF.
	• CSUF will support students from AUHSD who attend the campus by:
	  ○ Tracking and monitoring the retention and graduation rates of AUHSD graduates to support their success.
	  ○ Creating future teacher summer programs that support AUHSD$_{graduates}$ (three consecutive summers)—this includes parent events, collaborations with campus resources centers, center for careers in teaching events, advising and future teacher student support.
	  ○ Provide support onto graduation.

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University of California, Irvine

- UCI will work in collaboration with AUHSD to provide students, parents, and staff with resources promoting higher education. This includes providing:
  - AUHSD staff with resources and services for students in grades 7th through 12th.
  - Parent workshops on A-G, financial aid, and the admission process for the University of California.
- UCI will serve as an additional educational opportunity for AUHSD students who plan to transition from community college with a transfer pathway guarantee:
  - UCI will provide guaranteed admission to all graduates of Anaheim Union High School District who enroll at Cypress College or Fullerton College who meet the eligibility requirements of the Transfer Admission Guarantee (TAG) program AND submit the online TAG application in September AND also submit the UC application for the same major during the November filing period.
    - The following programs DO NOT participate in TAG: Business Administration, Dance, Music, Nursing Science, and ALL majors in the Donald Bren School of Information and Computer Sciences. Majors that DO NOT participate can be updated each year, please reference the UCI TAG website for updates.
    - Students must also meet any additional criteria for eligibility, including: Meeting major prerequisites, timelines, deadlines, etc. Students are also advised to choose an alternate major for which they meet prerequisites).
- UCI will provide all AUHSD graduates who enroll at UCI with support onto graduation:
  - Students will be identified as GATEWAY SCHOLARS and will be provided direct support through a collaboration between UCI's Student Success Initiatives (SSI) and Student Outreach And Retention (SOAR) Center. This includes:
    - One-on-One academic counseling
    - Access to the Learning & Academic Resource Center (LARC) Tutorial Scholarship
    - Weekly workshops
    - Book and Chromebook Loan Program
    - Low-Cost Printing and Testing Materials
    - Graduate School Support

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Foster Youth LCAP Recommendations

1. Develop and implement a district-wide system for consistent identification and regular progress monitoring of Foster Youth.
2. Create a Foster Youth Inter-agency Collaborative that meets bi-annually to improve communication, integration of services, and student outcomes
3. Develop and implement a district-wide professional learning plan to support Foster Youth (i.e., Trauma Responsive Strategies, Relationship Framework Strategies).
4. Create a transition event for incoming 7th and 9th grade Foster Youth students and exiting seniors.
5. Provide workshops for caregivers, educational rights holders, and Foster Youth students.
6. Hold an intake* meeting facilitated by the school social worker for all new and returning Foster Youth students
7. Hold a staffing** meeting within thirty days of the intake meeting and annually thereafter, which includes social worker, administrator, counselor, teachers, and other support staff for each Foster Youth student.
8. Intentional lesson design and strategies that support Foster Youth students' needs include:
   a. Provide welcoming and supportive environment
   b. Review and become familiar with students' educational records to get a sense of their educational needs and strengths
   c. Be flexible with homework and due dates
   d. Develop rapport to know their name, need, and story
   e. Listen with empathy
   f. De-escalation strategies
9. Discuss and review Foster Youth students quarterly through the Educational Monitoring Team (EMT) process.
10. Counselors will evaluate Foster Youth transcripts annually for all grade levels, including determining eligibility for AB 167/216 (graduation waiver) for all junior and senior Foster Youth.
11. Prioritize credit recovery opportunities for Foster Youth students at all grade levels.
12. Provide academic support for Foster Youth via after-school tutoring and Saturday Academy.
13. Expand access and enrollment for Foster Youth students in CTE Pathways.

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Plurilingual/English Learner (PL/EL) Taskforce Recommendations

- **PL/EL site team meets monthly to progress monitor and review placement and course enrollment of each PL/EL. (LCAP)**

- **PL/EL Success Monitoring for all PL/EL scholars. (LCAP)**

- **Teachers will integrate ELD Standards into all content areas. (LCAP)**

- **Provide specific professional learning to build the capacity of staff to serve the needs of PL/ELs and their families. (LCAP)**

- **Integrate strategies from the BELIEF Modules into Capstones and PTAs**

- **Increase digital literacy and digital access of PL/ELs. (LCAP)**

- **Ongoing communication with PL/EL families, especially phone calls to families with students in ELD 1 and ELD 2.**

- **PL/EL parent conferences in the 7-8th grade to review ELPAC bands, supports available at site for PL/ELs, 6-year plan. (LCAP)**

- **Individual PL/EL parent conferences in 9th and 10th grade for students who are below 2.0 academic GPA. (LCAP)**

- **PL/EL site team needs to review PL/EL student transcripts annually. (LCAP)**

- **Elementary and JHS transitions meeting (similar to "fly-up" meetings). JHS to HS transition meeting with PL/EL site teams to ensure appropriate placement. (LCAP)**

- **Targeted Saturday Academy, after school seminars/tutoring/activities, and summer bridge programs for PL/EL. (LCAP)**

- **PL/EL summer options for 7th and 8th grade students. (LCAP)**

- **Expand access and enrollment in Spanish for Spanish speakers courses to build bi-literacy skills for PL/EL students. (LCAP)**

- **Special Youth Services and Plurilingual Services will work closely to provide support for dually identified scholars.**

- **Integration of culturally responsive pedagogy in lessons and as a part of CPSF.**

- **District-wide agreed upon PL/EL best practices, such as: (LCAP)**

  - classroom instruction includes collaboration.
  - intentional lesson design allows PL/EL students to speak approximately 30% of the period.
  - PL/EL students are given an opportunity to write daily.
  - Monitoring student learning and adjusting instruction while teaching.

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Students with Disabilities LCAP Recommendations

1. Develop and implement a district-wide system for consistent and regular progress monitoring.
2. Develop and implement a district-wide professional learning plan to support SWD.
3. Establish a SWD site team, which includes administrator, SWD department chairs, general education teacher (s), program specialist, school psychologist(s), counselor, Speech language Pathologist, and social worker for the purpose of analyzing data, monitoring SWD progress, and implementing the LCAP recommendations for SWD.
4. Intentional lesson design that embeds SWD accommodations, modifications, and instructional strategies that support students' needs, including:
   a. Implementation of procedures and routines that support student learning.
   b. Strategic seating and grouping of SWD to support monitoring and peer interaction.
   c. Intentional use of wait time.
   d. Use of visuals.
   e. Consistent use of repetition, checking for understanding, and re-teaching within the class period.
   f. Chunking of lesson.
   g. Monitoring student learning and adjusting instruction while teaching.
5. When there is co-teaching: a) co-planning time for UDL, b) both teachers actively engage in lesson and c) both teachers monitor accommodations and modifications for SWD.
6. Instructional Assistants are prepared, i.e., are aware of lesson, have appropriate materials, implement accommodations and modifications, and know goals.
7. Expand access and enrollment, with appropriate support, in world languages for SWD.
8. Expand access and enrollment, with appropriate support, in CTE Pathways for SWD.
9. Expand engagement of parent and families of SWD in Parent Leadership Academy.

LCAP Focus Group Name:

2024-2025 LCAP Need/Gap Analysis

Based on the data, what concerns need to be addressed?	Based on the 2023-2024 LCAP, how is the concern addressed?	What do you believe is missing or needs to be strengthened from our current LCAP that needs to be included in the 2024-2025 LCAP to meet the needs of our identified students?

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LCAP Focus Group name:

2024-2025 LCAP Need/Gap Analysis

Based on the data, what concerns need to be addressed?	Based on the 2023-2024 LCAP, how is the concern addressed?	What do you believe is missing or needs to be strengthened from our current LCAP that needs to be included in the 2024-2025 LCAP to meet the needs of our identified students?

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AUHSD 2023-24 LCAP Planning Tool

This is a planning tool and does not take the place of the Local Control and Accountability Plan. Goals and actions are established to serve the needs of unduplicated students, low-income, English learners, and foster youth. The needs of unduplicated students that may also be students with disabilities and/or homeless youth are also addressed.

Goal 1: All students will demonstrate college, career, and life readiness and success through implementation of the 5 Cs (collaboration, creativity, critical thinking, communication, and compassion).

1.1 Professional Learning Plan
District leadership and curriculum specialists will develop and implement a professional learning plan that supports teacher leaders, Site Leadership Teams (SLTs), Foster youth and English learner task force on instructional best practices, establishing professional goals, and engaging in continuous and purposeful professional growth and development specifically targeting the educational needs of English learners, low-income, and foster youth to increase A-G eligibility, graduation rates, and college-going rates.

Actions/Services	Budgeted Expenditures
a) 10 curriculum specialists	Title I- $335,000 Title II- $360,000 LCFF S & C- $793,000
b) Curriculum leadership	LCFF S & C- $230,000
c) District Professional Learning Plan to develop 5 Cs, civic learning, performance task assessments, components of the District Writing Journey, project-based learning, capstone program.	Title I- $450,000 Title II- $250,000 Title III- $145,000 LCFF S & C- $4,702,747
d) Three District Professional Development days and late start	LCFF S & C- $10,291,158
e) Teacher induction program for 50 participating teachers	LCFF S & C- $120,000
f) Support National Board certification	LCFF S & C- $48,000
g) Tier I administrative credential program in partnership with California State University, Fullerton future administrators and teacher leaders to ensure success for English learner students and students with disabilities.	LCFF S & C- $0 (reconvene 2024-25)
h) Human resources support to ensure appropriately credentialed teachers	LCFF S & C- $252,150

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		Budgeted Expenditures
i)	Create online modules for on-boarding and training of new staff including teachers, instructional assistants, transportation staff, campus security staff- Including IEP training, de-escalation strategies, behavior plans, etc.	EEFG- $100,000
j)	Administrative coaching models and structures to support site administrators including principals and assistant principals, develop District Principals' Academy to develop future principals	EEFG- $60,000

1.2- District leadership along with instructional leaders design, deliver, and model effective instructional strategies and facilitate growth of these practices at school sites for low-income students, English learners, and foster youth students to support development of 5 Cs, civic engagement, Career Preparedness Systems Framework (CPSF), and achievement of literacy and mathematical standards skills to increase student engagement, academic achievement, and post-secondary readiness.

Actions/Services	Budgeted Expenditures
a) 18 Lesson Design Coaches with a focus on low-income, SWD, EL students and foster youth students	Title I- $1,065,926 Title II- $351,988 LCFF S & C- $2,384,842
b) Math lab teachers	LCFF S & C- $677,325
c) Department chair instructional leadership	LCFF S & C- $1,650,000
d) Innovative Programs and Instructional Systems	LCFF S & C- $250,000
e) Expand mentoring and volunteering opportunities that are civic minded and support students completing the community-based service-learning graduation requirements and earning the seal of civic engagement	LCFF S & C- $20,000
f) District Innovative projects	LCFF S & C- $150,000
g) Restructure of 5 C coaches, induction structure, and technology coaches to deliver coordinated coaching and support for teachers	EEFG- $239,523

1.3- Provide sufficient instructional materials that are aligned with current California State Standards.

Actions/Services	Budgeted Expenditures
a) Purchase and implement instructional materials that are aligned with current state adopted standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, World Languages, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks.	LCFF General Fund- $6,000,000 Lottery- $1,200,000

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b) Purchase reading intervention program	Title I- $15,000
c) Support a modern, cloud-based library operating software system that can be accessed during all hours of the day (Atrium)	LCFF S & C- $30,000
d) Continue to support asset management system (Booktracks)	LCFF S & C- $25,000
e) Online resource database subscriptions	Title I- $100,158.00

1.4- Educational Information Technology staff will develop a life cycle for student devices, applications and network infrastructures. These staff will support training resources and create critical integration points to facilitate Students and staff having access to a broad range of sustainable technological resources to ensure low-income students can fully engage in their education, access digital resources and develop post-secondary skills.

Actions/Services	Budgeted Expenditures
a) Support the regular replacement and growth of infrastructure, and student and staff technology	LCFF S & C- $2,500,000
b) Applications and online resources	LCFF S & C- $350,000
c) Provide appropriate staffing to maintain technology and technology infrastructure	LCFF S & C- $3,550,000
d) The District will provide a sustainable one-to-one computer initiative to ensure all students have access to computers and internet connectability during and after the school day.	Included in 1.4 (a)

1.5- District staff and teachers develop and monitor District programs, courses, and extracurricular opportunities for low-income, English learners, and foster youth students to ensure student access to a broad course of study so they can find purpose, be prepared for post-secondary learning, and develop career ready skills.

Actions/Services	Budgeted Expenditures
a. VAPA leadership (Arts Education Director, Teacher on Special Assignment) to help coordinate the District's VAPA programs and promote art equity	Prop 28- $189,710 LCFF S & C- $140,000
b. Supplementary VAPA support (Stipends)	LCFF S & C- $400,000
c. VAPA support programs (Band Spectacular, Color & light, Band & Choral)	LCFF S & C- $175,000
d. VAPA Transportation	LCFF S & C- $500,000 Prop 28- $200,000
e. Implement programs that provide real-world learning experiences for students, through events such as STEAM-A-Palooza, and programs that demonstrate real-world college and career readiness, such as capstone projects.	LCFF S & C- $50,000

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f. Civic/STEAM/Innovation (Stipends)	LCFF S & C- $174,000
g. ROP programs expand STEAM, VAPA, CTE, and civic learning	LCFF S & C- $4,031,413
h. Supplementary support for CTE pathways	Perkins- $542,000
i. Continue to support SWD Task Force and EL Task Force to ensure implementation of Task Force recommendations.	*LCFF S & C- $50,000
j. Supplementary support for extracurricular programs (intramurals, stipends)	LCFF S & C- $6,104,978
k. Provide additional A-G, Honors, AP, and International Baccalaureate (IB) course offerings and experiences	LCFF S & C- $545,340
l. Support Dual Language programs with bilingual stipends	LCFF S & C- $158,000
m. Increase World Languages and Dual Language course offerings at high school and junior high school levels	LCFF S & C- 1,450,000
n. Purchase bilingual reading materials for school libraries to support biliteracy in multiple languages.	*LCFF S & C- $10,000
o. Staffing to ensure student access to CTE pathways	LCFF S & C- $6,130,000
p. Staffing to ensure access to public safety pathways	LCFF S & C- $1,017,000

1.6- Improve placement, instructional practices, and monitoring of multilingual scholars [English Learners (EL)] by increasing scholar voice, 21st century skills and technical skills through the four principles of the English Learner Roadmap: 1) assets-oriented and needs responsive schools, 2) intellectual quality of instruction and meaningful access, 3) system conditions that support effectiveness, and 4) alignment and articulations within and across systems (systemness).

Actions/Services	Budgeted Expenditures
a) Continue to provide professional learning/training for teachers, counselors, administrators, instructional assistants, and other paraprofessionals to better support an improved EL instructional model. This includes professional learning on the EL Roadmap, EL Roadmap Teacher Toolkits, BELIEF Modules (EL typologies, integrated and designated ELD), newcomer supports, cultural proficiency, culturally responsive pedagogy, Multilingual Shadowing, engagement structures (Kagan and more), empowerment opportunities, Universal Design for Learning, how to provide real time credit recovery, project-based learning, SEL strategies, and more. Include yearly program evaluation to include stakeholder input (scholars, staff, families and community). [EL Roadmap Principles 1-4]	

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b) Implement District-wide agreed upon pedagogical best practices for EL students, such as: 1. Classroom instruction includes collaboration 2. Intentional lesson design allows EL students to speak at least 30% of the period. (TeachFX) 3. EL students are given an opportunity to write daily. 4. Monitoring student learning and adjusting instruction while teaching 5. Teachers will incorporate Integrated ELD (i-ELD) Standards into their lesson design. [EL Roadmap Principles 1-4]	LCFF S & C- $330,000
c) Provide math tutoring for EL students, which intentionally includes Integrated ELD Standards. [EL Roadmap Principles 1-3]	
d) Continue to support the language needs of EL students with disabilities through the IEP process, by providing linguistically appropriate goals and objectives that include integrated ELD standards. English Learner and Multilingual Services and Special Youth Services will meet quarterly to plan together to provide cohesive services for dually identified scholars. [EL Roadmap Principles 1-3]	
e) Continue to support Newcomer EL Task Force to address wrap-around services needed to best support Newcomer EL students: Newcomer ILP, Success Monitoring, Saturday Language Academy, Summer Language Academy, bilingual instructional assistants, SEL support, equity-based grading, peer mentoring and more. [EL Roadmap Principles 1-3]	
f) Continue AVID Excel course for long term English learners, which employ the use of one-to-one and small group academic tutoring by college students. Provide a Summer Bridge to AVID Excel students for sixth, seventh and eighth grade summer. [EL Roadmap Principles 1-3]	Title I- $500,000
g) Support EL students' progression through English learner program and provide EL Success Monitoring to lead to successful reclassification. Once reclassified, the scholars will have three years of follow up monitoring (per Title III guidelines). [EL Roadmap Principles 1-3]	
h) Continue site EL Task Force made up of the site principal, EL administrator, EL coordinator, ELD program chairs, EL Success Monitors, general education teacher(s), program specialist, school psychologist(s), speech-language pathologist, Family and Community Engagement Specialist and social worker for the purpose of analyzing	LCFF S & C- $400,000 EEBG- $100,000 Title III- $75,000 (Ellevation)

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	Description	Funding
	data, monitoring progress, and implementing the LCAP recommendations for Multilingual/English Learner scholars including transcript evaluation. [EL Roadmap Principles 1-4]	
i)	Continue to support the current number of EL support positions/paraprofessionals at school sites. [EL Roadmap Principles 1-3]	LCFF S & C-$1,400,000 Title I- $350,000
j)	Continue to support District EL and Multilingual Services Department staffing needs, such as the language program technician, language testing assistants, translators/interpreters, ELMS Language Assessment Center secretary and bilingual instructional assistants. [EL Roadmap Principles 1-4]	LCFF S & C- $1,520,000 Title III- $230,000
k)	Continue English Learner parent conferences in the 7-8th grade to review ELPAC bands, supports available at site for ELs, 6-year plan. Individual English Learner parent conferences in 9th and 10th grade for students who are below 2.0 academic GPA. [EL Roadmap Principles 1-3]	
l)	Continue junior high school to high school transition meetings between EL Site Teams/EL Task Force to ensure appropriate EL placement in courses/programs. [EL Roadmap Principles 1-3]	
m)	Targeted Saturday Academy, after school seminars, and summer bridge programs for EL students. Summer options for 7th- and 8th-grade EL students (AVID Excel Summer Bridge for long term English Learners and Summer Language Academy for Newcomer EL scholars). [EL Roadmap Principles 1-3]	Title III- $60,000
n)	Expand dual language immersion to four more campuses. Support expansion and maintenance of programs. [EL Roadmap Principles 1-3]	LCFF S & C- $50,000
o)	Increase the number of English Learner/Multilingual scholars participating in the Tier 3 and Tier 4 of the Anaheim Innovative Mentoring Experience (AIME). [EL Roadmap Principles 1-3]	
p)	Smaller class size for designated ELD courses	LCFF S & C- $1,000,000
q)	Curricular support staff for world language, English learners, dual language programs	EEFG- $157,000

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1.7- District staff and teachers will implement non-traditional instructional options to address the multi-tiered academic needs of students in order to reach graduation and post-secondary goals. School and district staff will research and implement flexible learning opportunities, and course offerings for ALL students to positively impact and improve graduation rates, state assessments scores, CTE pathway completion, and A-G eligibility to reduce remediation.

Actions/Services	Budgeted Expenditures
a) Support programs for students to remediate credit deficiencies (APEX)	LCFF S & C- $560,000
b) Continue to support summer programs that focus on the development of academic skills and include credit recovery and A-G opportunities	LCFF S & C- $250,000
c) Continue to support Summer Film Academy	LCFF S & C- $35,000
d) Implement non-traditional instructional options, including APEX Learning courses, summer courses, eLearning courses, and other credit-recovery options across the District (Katella and Kennedy Independent studies), and e-learning.	LCFF S & C- $2,720,000
e) Continue to support Independent Learning Centers (ILC) at two schools	LCFF S & C- $2,380,000
f) Support college access programs and related costs (AVID, Puente)	*LCFF S & C- $200,000
g) District-level assessment and evaluation team to provide training on multiple sources of student data, including school climate, student performance, and summative assessments, to best inform instructional practice.	LCFF S & C- $502,000
h) Cambridge Virtual Academy support staffing	LCFF S & C- $400,000

1.8- Improve placement, instructional practices, and monitoring of students with disabilities (SWD) to increase academic and social success.

Actions/Services	Budgeted Expenditures
a) Provide updated test batteries and protocols for all staff serving students with disabilities to provide appropriate identification and placement.	Special Ed Funds- $60,000
b) Refine curriculum, and provide training and coaching in accommodations and modifications in the general education classroom, in order to provide SWD equal access to the core curriculum and to current state adopted standards, including Common Core State Standards (CCSS). 1. Provide professional learning/training for special education and general education teachers, including coaching and support in inclusion strategies and Universal Design for Learning. 2. Provide Intentional lesson design that embeds SWD accommodations,	

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Action	Funding
modifications, and instructional strategies that support students' needs, including: Implementation of procedures and routines that support student learning, strategic seating and grouping of SWD to support monitoring and peer interaction, intentional use of wait time, use of visuals, consistent use of repetition, checking for understanding, and re-teaching within the class period, and chunking of the lesson. 3. When there is co-teaching: (a) co-planning time is given for Universal Design for Learning lesson development, (b) both teachers are actively engaged in the lesson, and (c) both teachers monitor accommodations and modifications for SWD.	
c) Continue to support current positions that provide services to SWD's	$15.3 million- State Special Education Funds $5.7 million- Federal Funding $1.8 million- Mental Health Funds $36.2 million- Base funds
d) Add curriculum specialist to provide curriculum development, and modifications and accommodations training	LCFF S & C- $171,400
e) Develop and implement a District-wide system for consistent and regular progress monitoring.	LCFF S & C- $273,000
f) Continue SWD site teams, which includes an administrator, SWD department chairs, general education teacher(s), program specialist, school psychologist(s), counselor, speech-language pathologist, and social worker for the purpose of analyzing data, monitoring SWD progress, and implementing the LCAP recommendations for SWD.	
g) Expand course access for SWD with appropriate support, in world languages and CTE pathways.	

h) Increase support to address the literacy and language needs of SWD in both general education and special education classrooms.
  1. Ensure that instructional aides are prepared with includes: being aware of the lesson, having appropriate materials, implementing accommodations and modifications, and knowing goals.
  2. Continue to support 1 FTE speech-language pathologist added in 2016-17 to
	LCFF S & C- $1,020,000

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provide support with SWD literacy and language needs 3. Add 1 FTE psychologist in 2017-18, and continue to support 1 FTE psychologist added in 2015-16, in order for there to be a minimum of 1 dedicated psychologist at each school site.	
i) Continue to support 2 vocational counselors that provide transition support, training, and assessments to Special Education teachers and SWDs:	2 vocational counselors: $280,000 (Special Education Funds).
j) Continue training and refinement of Individual Education Plans (IEP) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English learners, and quarterly progress on goals and objectives.	
k) Continue to support Special Education Models Task Force that addresses the continuum of classes and services for SWDs	
l) Investigate credit recovery options for SWD who receive a modified curriculum in a special day class.	
m) Programmatic support for development and implementation of effective IEPs	EEFG- $450,000
n) Coaching and mentoring for effective teacher and instructional assistant collaboration	EEFG- $420,000

1.9- District coordinators along with college and career specialists and work-based learning coordinators will increase work experience and internship opportunities via Anaheim's Innovative Mentoring Experience by focusing on business recruitment and development, seeking funding opportunities, and developing systems for providing student scholarships to ensure students will graduate having explored a variety of potential careers and industries, and will have a postsecondary plan to pursue their career goals.	
Actions/Services	**Budgeted Expenditures**
a) Continue to implement all components of the Anaheim Union Educational Pledge	$75,000
b) Strengthen and/or expand community partnerships to provide robust post-secondary transition opportunities for students.	
c) Nurture existing community partnerships with GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAMS (GEAR UP), TGR Learning Lab, and Chapman University, California State University, Fullerton (CSUF), University of California, Irvine (UCI), and North Orange County Community College District (NOCCCD).	

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d) Continue to refine Anaheim Collaborative as a means to effectively co-create post-secondary transition opportunities, including the development of the Anaheim Union Educational Pledge.	
e) Continue to partner with North Orange County Regional Consortium (NOCRC) for Adult Education to implement approved strategies for adults in the community.	
f) Increase opportunities for dual enrollment with community colleges and universities	LCFF S & C- $150,000
g) Increase work experience and internship opportunities via the Anaheim's Innovative Mentoring Experience (AIME) program.	LCFF S & C- $723,490
h) Continue to provide District college and career fair	LCFF S & C- $35,000
i) Workforce readiness leadership and oversight	LCFF S & C- $256,542

1.10- The District will continue to reduce class size (where possible), hire and retain teachers, and offer professional development that increases student and teacher relationships, decreases student behaviors that impact instruction and student learning, and improves the teachers' ability to know students by name and need.	
Actions/Services	**Budgeted Expenditures**
a.) Reduction of class size, and hiring and retaining teachers.	LRBG- $7,200,000

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Goal 2: Provide meaningful educational engagement opportunities for all parents and families to advocate for all students.

2.1- School and district staff will increase engagement, communication, and support for parents by establishing, expanding, or refining resources that are available at all schools to ensure families and students can meaningfully engage. AUHSD will also provide opportunities for all families with a targeted emphasis on parents of low-income, plurilingual, homeless youth, and foster youth, to engage with schools through various parent training and strategies. These include but are not limited to Ready Set Go workshops, Disciplina Positiva parenting workshops, Parent Leadership Academies, Parent Learning Walks, and embedded mindfulness practices.

Actions/Services	Budgeted Expenditures
a) Provide Parent Learning Walks	LCFF S & C- $22,000
b) Support and expand Parent Leadership Academy to develop parents' knowledge of educational structures and promote the development of effective advocacy skills.	
c) Continue to provide training for parents on mindfulness	
d) Continued partnership with North Orange County Community College District (NOCCCD) to expand ESL, Citizenship and Computer classes for adults and parents of the community and provide childcare, as needed (NOCCCD Adult Education Block Grant [AEBG]).	
e) Provide a family and community resource center at all school sites.	*LCFF S & C- $1,361,600
f) Raise awareness of mental-health issues and provide resources for parents to address students' mental-health needs.	*Title I- $85,000
g) Continue to support parent education programs that help develop parent connection to the school	
h) Family and community engagement specialist will continue to support and nurture: Superintendent's Parent Advisory Committee (aka District Advisory Council), Parent Teacher Student Association (PTSA), District-level English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), School Site Council, and other parent advisory committees.	LCFF S & C- $260,000
i) Develop/implement parent involvement teams at all schools.	*LCFF S & C- $200,000
j) Encourage and support teachers in their efforts to communicate with parents and families, by providing designated time for teachers to make personal connections with families.	

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k) Provide computer classes for parents and access to computers to assist with critical parent needs related to their students	
l) Provide resources to promote up-to-date District and school information	LCFF S & C- $283,406
m) Improve use of mass communication systems to provide responsive communication to parents and community.	LCFF S & C-$65,000

2.2- Family and Community Engagement Specialists (FACES) and translators will provide language-appropriate support and programming to support low-income, English learners, foster youth and their families to ensure access to school and community resources. The District communicates with families early, often, in multiple formats/languages and provides multiple opportunities for families and staff members to provide input in a variety of ways, including site and district committees (SSC, DELAC, ELAC, SPAC, Community Schools Steering Committee, Community School Site Committees, PTSA).

Actions/Services	Budgeted Expenditures
a) Provide 19 language appropriate family and community engagement specialists at all school sites.	Title I- $1.1 million LCFF S & C-$314,000 Title III- $110,000
b) Support Vietnamese and Korean School Community Liaisons/Bilingual School Community Liaison	LCFF- $81,800
c) Provide additional training and resources to parents of Newcomer EL, LTEL, RFEP, and IFEP students	
d) Provide parent involvement opportunities and workshops unique to the needs of parents/caregivers of McKinney-Vento, Foster Youth, and Newcomer EL students.	Title I- $110,000
e) Provide workshops for parents of undocumented students regarding services and resources available to them	
f) Provide English classes for parents who need to improve English communication skills in partnership with NOCCCD.	
g) Provide specialized IEP translation training to expand number of staff capable of translating for IEPs	EEFG- $60,000

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2.3- FACES and Community school's staff in partnership with case carriers, program specialists, and psychologists will establish, expand or refine family engagement opportunities for Students With Disabilities (SWD). (Expenditures for this action are included in Action 2.2 and Action 3.2).

Actions/Services	Budgeted Expenditures
a) Provide communication to parents regarding Community Advisory Committee (CAC) meetings that provide special education information and training for parents.	
b) Involve parents in training provided by Greater Anaheim Special Education Local Plan Area (SELPA) on special education topics, including Free Appropriate Public Education (FAPE), behavior strategies and understanding IEPs.	
c) Continue to provide multiple ways for parents to participate in IEPs, including in-person and by phone, as well as having meetings at varied times so parents can attend. Provide translation services for parents as needed to facilitate full participation.	
d) Continue to make sure that parents feel they have participated in their students' IEP process.	
e) Expand engagement of parents and families of SWD in Parent Leadership Academy with development of targeted curriculum.	
f) Provide communication to parents of SWD on training through other District partners, such as NOCCCD and Regional Center of Orange County (RCOC).	

2.4- AUHSD's Community Schools approach provides a unique set of supports and services that fit each neighborhood's assets and needs. This approach aims to partner with students, families, teachers, school staff and community partners to align community resources and community-rooted instructional practices, to improve student outcomes.

Actions/Services	Budgeted Expenditures
a.) Seven teacher leads will support 13 sites with professional development for teachers and staff on developing trusting, inclusive, and collaborative relationships with students, families and community members; civic engagement project-based learning; support career pathway development with teachers and industry experts in and out of the classroom; culturally responsive engagement practices; promoting positive behavioral interventions and trauma-informed instructional approaches. These teachers will also co-lead school level advisory committees with the community school coordinator.	CCSPP- $742,000
b) Three social worker leads will support 13 sites to help coordinate integrated strategies for student support within and across schools, connect families and students to	CCSPP- $339,000

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community mental health resources, assist in vetting appropriate activities and strategies to address mental health, and support professional development around trauma-informed instructional approaches.	
c.) 0.5 FTE Director will be dedicated to implementation of community schools including facilitating training and planning meetings between personnel and partners, including counselors, teachers, families, students, health professionals, college faculty, governmental agencies, community service organizations, and businesses, to support program sustainability and build awareness of the benefits of community schools; coordinating professional development that builds the capacity of educators and administrators to effectively engage input and leadership from students, families, and community members. in community school decision-making processes.	LCFF S & C- $83,756 CCSPP- $83,756
d.) One program administrator under the direction of the District director, will provide oversight, direction and guidance to community schools during development and implementation of model practices, including planning for collaboration time among educators to identify and develop plans for meeting student needs.	CCSPP- $137,000
e.) Stipends, planning time, and support for educators including teachers, expanded learning program staff, and other community partners working at school sites to plan expanded learning time activities, including enhanced coordination between school-day and expanded learning time programs and activities for after school and/or summer programming.	CCSPP- $252,398
f.) Thirteen community school coordinators one for each site, will develop, facilitate, and implement the strategies and activities to support students, families, and staff including; co-leading site advisory committees to engage input from personnel and partners; coordinating on-site services on a daily basis; engaging community partners to address identified needs; support the creation and implementation of a collaborative assessment of school and community assets and needs.	CCSPP- $975,000
g.) Instructional materials to effectively implement professional development activities, student academic support, and extended learning opportunities. Printed and digital materials to inform and promote the resources available at community schools. Funding for a comprehensive and collaborative assessment of school and community assets and needs.	CCSPP- $400,000

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Goal 3: Provide and nurture a safe, reflective, responsive, and positive school culture.

3.1- District administrators with support of specialized staff will improve District systems for identifying and supporting students with significant truancy issues to ensure English learner, foster youth, and low-income students are supported to achieve at the highest rates possible.

Actions/Services	Budgeted Expenditures
a) Develop a District-wide systemic attendance monitoring system that will lead to reduced dropouts and increased numbers of students who graduate from high school.	
b) Provide school resources, programs, and support services to monitor and improve student attendance District-wide (OCPS, Raptor, StopIt)	LCFF S & C- $425,000
c) Attendance Program Administrator to support improved attendance results and support Saturday Academy program.	LCFF S & C- $580,000
d) Assistant principals to assist with implementation of academic, attendance and behavioral supports	LCFF S & C-$3,517,450
e) Specialized attendance staff	LCFF S & C-$181,370
f) Expand transportation services for students.	LCFF S & C- $928,000

3.2- Staff will implement programs and systems to support the mental, physical, behavioral and emotional health of students, with an emphasis on English learners, foster youth, and low-income students to reduce student suspensions, improve student learning, and promote well-being.

Actions/Services	Budgeted Expenditures
a) Implement MTSS, which includes increased mental health resources to meet the social and emotional needs of students including social workers. (*LRBG expenditure is also reflected in Action 3.2(m))	LRBG $1,550,000 LCFF S & C- $310,000 Title IV- $110,000
b) Continue to offer training on mindfulness and brain aligned strategies for students and staff.	
c) OC Human relations	LCFF S & C- $250,000
d) Continue to support LVN's	LCFF S & C- $580,000
e) Continue to develop alternatives to suspension, including "Restorative Practices."	LCFF S & C- $162,000

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	Budgeted Expenditures
f) Train staff on the developmental, social, and emotional needs of students, including the impact of trauma, mental illness, and/or poverty on behavior and student learning. (Costs included in District Professional Learning Plan.)	
g) Capturing Kids Hearts training for selected school sites	EEFG- $200,000
h) Continue to support the internship training institution, where graduate-level interns provide mental-health services to the District's students.	LCFF S & C- $128,000
i) Provide training to teachers and support staff on the social and emotional needs of lesbian, gay, bisexual, transgender, queer/questioning sexual identity (LGBTQ): Cost included in District Professional Learning Plan.	
j) Continue to support District-level Behavior Intervention Specialists who coordinate interventions and support services at site-level for SWD.	LCFF S & C- $150,000
k) Establish District Discipline Committee to look into specific issues such as junior high school suspensions and alternatives to suspension.	
l) Additional campus security to support safe environments	LCFF S & C- $967,000
m) Maintain school psychologists, counselors, social workers using temporary funds	LRBG- $4,400,000

3.3- School counselors and support staff will develop and implement standards-based school counseling programs that monitor student academic progress, deliver support services, and support the Anaheim Pledge to ensure students, with an emphasis in English learners, foster youth, and low-income students graduate and are prepared for post-secondary options.	
Actions/Services	**Budgeted Expenditures**
a) Adopt national counseling standards, provide appropriate professional learning, and monitor implementation.	
b) Reduce student/counselor ratio by adding additional counselors in order to increase counseling services provided to students.	LCFF S & C- $1 million
c) Schools provide each student with an individualized six-year, student academic plan that is college and career aligned	
d) Require a comprehensive transition plan for all 7th- and 9th-grade students (ex. new student orientations, campus tours, and Link Crew).	*LCFF S & C- $51,000
e) Ensure that McKinney-Vento, Foster Youth, and EL students are enrolled in appropriate academic programs, including credit recovery, A-G classes, AP classes, summer school,	

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tutoring resources, and transferring youth will be awarded credit for all work completed, including partial credits.	

3.4- Upgrade facilities and address maintenance needs to provide safe and healthy learning environments for all students.

Actions/Services	Budgeted Expenditures
a) Increase fiscal resources to provide repairs, upgrades, and beautification of school sites, including security fencing.	LCFF S & C- $442,000
b) Provide an appropriate number of custodial staff and athletic facilities workers to correspond with current facilities' needs.	ESSER- $36,000,000
c) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement	
d) School site upgrades and additions to outdoor learning areas	ESSER- $10,000,000

3.5- Staff will provide academic and social-emotional support for foster youth and McKinney-Vento students in order to increase student engagement, academic achievement, and post-secondary readiness.

Actions/Services	Budgeted Expenditures
a) Increase course selection and course access for Foster Youth and McKinney-Vento students.	
b) Provide additional instructional materials to Foster Youth and McKinney-Vento students.	LCFF S & C- $20,700
c) Establish a Foster Youth Task Force	LCFF S & C- $184,000
d) Increase outreach services for Foster Youth and McKinney-Vento students.	LCFF S & C- $40,000
e) Develop mentoring programs for Foster Youth and McKinney-Vento students	
f) Continue to engage a cross-agency, multidisciplinary educational team to support the educational success of McKinney-Vento and Foster Youth students.	
g) Continue to actively collaborate with the county child welfare agency, the county office of education and other agencies working to improve the educational success of McKinney-Vento and Foster Youth students.	
h) Transportation for McKinney-Vento, and Foster Youth students	LCFF S & C- 160,000

* Site LCFF contributing funds (contribution may vary per site)

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Anaheim Union High School District
Local Control and Accountability Plan (LCAP) Acronyms Cheat Sheet

Acronym	Definition
ACSA	Association of California School Administrators
ACT	American College Testing college entrance examination
ADA	Average Daily Attendance
AFSME	Association of Federal, State, Municipal Employees
A-G	UC/Cal State Requirements
AIME	Anaheim Innovative Mentoring Experience
ALAS	Association of Latin American Students
ALPI	Alternate Language Proficiency
ALTA	Anaheim Leadership Team Association
AMAOs	Annual Measurable Achievement Objectives (for English Learners)
AP (course)	Advanced Placement
AP	Assistant Principal
APEX	Apex Learning Credit Recovery Program
ASAM	Alternative School Accountability Model
ASCA National Standards	American School Counselor Association (ASCA) National Standards
ASB	Associated Student Body
ASI	After School Intervention
ASTA	Anaheim Secondary Teachers' Association
ATLAS Protocol	A tool to help teachers better understand how their students develop understanding developed by "ATLAS Communities"
AUHSD-DO	Anaheim Union High School District–District Office
AVID	Advancement Via Individual Determination
AYP	Annual Yearly Progress
BCLAD	Bilingual Cross Cultural Language Academic Development
BIP	Behavior Intervention Plans
BITA	Building Industry Technology Academy
BSP	Behavior Support Plan
BTSA	Beginning Teacher Support and Assessment
CAAs	California Alternate Assessments (for English language arts/literacy (ELA), mathematics, and science)
CAASPP	California Assessment of Student Performance and Progress
CAPA	California Alternative Performance Assessment
CBEDS	California Basic Educational Data Systems
CBEST	California Basic Educational Skills Test
CCR	Coordinated Compliance Review
CCSS	Common Core State Standards
CCTC	California Commission of Teacher Credentialing
CFG's	Critical Friends Groups (Specific protocols used in teacher collaboration meetings to discuss student achievement issues and identify best practices.)
CHSPE	California High School Proficiency Examination
CLAD	Cross-cultural, Language, and Academic Development (teaching certificate)
CMA	California Modified Assessment
COST	Coordination of Services Team
CSEA	Classified School Employee's Association
CTE	Career and Technical Education
CWT	Classroom Walk Through
DAART	Discipline Attendance Academic Review Team
DAC	District Advisory Council
DAIT	District Assistance and Intervention Team

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DBQ	Document Based Questions
DELAC	District English Learner Advisory Committee
DLA	Dual Language Academy
EAOP	Early Academic Outreach Program
EAP (Exam)	California State University Early Assessment Program
Ed. Tech. Coach	Teacher who has one release period to coach other teachers on the most effective ways to utilize educational technology
EL	English Learner
ELA	English Language Arts
ELAC	The school's "English Learner Advisory Committee"
ELM	English Language Mainstream course
ELPAC	English Language Proficiency Assessments for California (replacing CELDT)
EMT	Educational Monitoring Team
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act of 2015
ESLRs	Expected Schoolwide Learning Results
FAPE	Free and Appropriate Public Education
FACE	Family and Community Engagement Specialist
FAFSA	Free Application for Federal Student Aid
FBI	First Best Instruction
Five Cs (5 Cs)	Communication, Collaboration, Creativity, Critical Thinking, Citizenship
FPM	Federal Program Monitoring
GATE	Gifted and Talented Education
GASELPA	Greater Anaheim Special Education Local Plan Area
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
GED	General Educational Development test
GPA	Grade Point Average
GRIP	Gang Reduction and Intervention Program
HMH	Houghton Mifflin Harcourt (textbook publisher)
IEP	Individualized Education Program
ILC	Independent Learning Center
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LDC (aka LDS)	Lesson Design Coach
LEAP	Local Educational Agency Plan
LEP	Limited English Proficient
LRE	Least Restrictive Environment
LTEL's	Long Term English Learners
MESA	Mathematics, Engineering, Science Achievement
MTSS	Multi-Tiered System of Supports
NGSS	Next Generation Science Standards
NOCCCD	North Orange County Community College District
OCAPICA	Orange County Asian and Pacific Islander Community Alliance
OCDE	Orange County Department of Education
OCHRC	Orange County Human Relations Council
OCS	On Campus Suspension
P21	Partnership for the 21st Century, aka Framework for 21st Century Learning
PAL	Peer Assistance Leadership class/program
PBIS	Positive Behavioral Interventions and Supports
PBL	Project Based Learning

Superintendent's Message

LCAP Meeting Dates

LCAP Goals/Mission/ Values

Family & Community Engagement/Community Schools

LCFF and LCAP / CPSF

Five C's

Pledge Info

LCAP Recommendations

LCAP Planning Tool

LCAP Acronyms

Anaheim Union High School District
Local Control and Accountability Plan (LCAP) Acronyms Cheat Sheet

PD	Professional Development
PIQE	Parent Institute Quality Education
PLA	Parent Leadership Academy
PLCs	Professional Learning Communities
PLW	Parent Learning Walks
Pledge	Anaheim Union Educational Pledge is a partnership between AUHSD, NOCCCD, CSU Fullerton, UC Irvine and the City of Anaheim.
Project SAY	Project SAY (Support Anaheim's Youth) Youth Development Program
PTAs	Performance Task Assessments
PTSA	Parent Teacher Student Association
R-FEP (RFEP)	Reclassified to Fluent English Proficient
ROP	Regional Occupational Program
ROPERS	Regional Occupational Program Expected Results for Students
RSP	Resource Specialist Program
RSVP	Raising Student Voice and Participation
RtI	Response to Intervention
RtI^2	Response to Intervention and Instruction
SARB	Student Attendance Review Board
SART	School Attendance Review Team
SAT	Scholastic Aptitude Test (college entrance examination)
SBAC	Smarter Balance Assessment Consortium
SDAIE	Specifically Designed Academic Instruction in English
SED	Social Economically Disadvantaged
SIOP	Sheltered Instruction Observation Protocol
SLC	Small Learning Community
SLCs	Student Learning Capacities
SLT	School Leadership Team
SMART (Goals)	**S**trategic and **S**pecific, **M**easurable, **A**ttainable, **R**esults oriented, **T**ime bound
SNAG IT (aka snagit)	A powerful screen capture and editing tool that allows you to capture, edit, and share anything on your screen
SPSA	School Plan for Student Achievement
SRI	Scholastic Reading Inventory (interactive test)
SSC	School Site Council
SSR	Sustained Silent Reading
SST	Student Support Team
STEAM	Science, Technology, Engineering, Arts, and Mathematics
SWD	Students With Disabilities
TACIB	Transforming Academic and Cultural Identity through Bi-literacy
Title I	A program that is funded through ESSA, which focuses on improving the academic achievement results of educationally disadvantaged students
Title II	A program that is funded through ESSA, which focuses on improving teacher quality
TOEFL	Test of English as a Foreign Language
TUPE	Tobacco-Use Prevention Education (funding)
TUPP	Tobacco-Use Prevention Program
UCI Pathways	University of California, Irvine training to infuse literacy strategies into First Best Instruction
UCI-MP	University of California, Irvine-Math Project
WASC	Western Association of Schools and Colleges
WICOR	Writing, Inquiry, Collaboration, Organization, and Reading

ANAHEIM UNION HIGH SCHOOL DISTRICT

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* 43% INCREASE IN UCI's ADMISSION FROM AUHSD

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THE EDUCATIONAL PLEDGE

Our PLEDGE PARTNERS

- UNIVERSITY OF CALIFORNIA, IRVINE
- CALIFORNIA STATE UNIVERSITY FULLERTON
- CYPRESS COLLEGE
- FULLERTON COLLEGE

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
ANAHEIM UNION HIGH SCHOOL DISTRICT**

**RESOLUTION AND ORDER OF BIENNIAL TRUSTEE ELECTION AND
SPECIFICATION OF THE ELECTION ORDER**

RESOLUTION NO. 2023/24-BOT-06

June 6, 2024

On the motion of Trustee _____ and duly seconded, the following resolution was adopted:

WHEREAS, the election of governing board members is ordered by law pursuant to Education Code Section 5000, to fill the office of members whose terms expire on December 6, 2024, next succeeding election;

NOW, THEREFORE, BE IT RESOLVED that pursuant to the authority of Education Code Sections 5304 and 5322, the County Superintendent of Schools, Orange County, is hereby informed of the specifications of the election order for the forthcoming Biennial Governing Board Election to be held on Tuesday, November 5, 2024.

The County Superintendent is further ordered to consolidate this election in accordance with Education Code Sections 5340 and 5342.

The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees, on June 6, 2024, by the following roll call vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA   )
)
) SS
)
COUNTY OF ORANGE   )

Resolution No. 2023/24-BOT-06

        I, Michael B. Matsuda, superintendent of the Anaheim Union High School District of Orange County, California, and secretary to the Board of Trustees thereof, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board of Trustees at the regular meeting thereof held on the 6th day of June 2024, and passed by a roll call vote of all members of said board.

        IN WITNESS WHEREOF, I have hereunto set my hand and seal this 6th day of June 2024.

_____
Michael B. Matsuda
Superintendent and
Secretary to the Board of Trustees

Resolution No. 2023/24-BOT-06

ANAHEIM UNION HIGH SCHOOL DISTRICT
CONTRACTED EMPLOYEES
2023/2024 SALARY SCHEDULE
Effective 7/1/23 - BOT Approved on 6/6/24

EXHIBIT C

Position Title	SALARY	
SUPERINTENDENT	328,935.00	ANNUALLY
ASSISTANT SUPERINTENDENT CHIEF ACADEMIC OFFICER COUNSEL	252,181.00	ANNUALLY