

**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: June 5, 2023

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

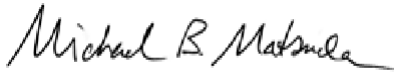
Orange County Register, 1771 S. Lewis, Anaheim, CA 92805
Anaheim Bulletin, 1771 S. Lewis, Anaheim, CA 92805
Los Angeles Times, 1375 Sunflower, Costa Mesa, CA 92626
Event News, 9559 Valley View Street, Cypress, CA 90630

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 8th day of June 2023

Individuals requesting interpretation should contact the executive assistant to the
superintendent at morales_p@auhsd.us by 5:00 p.m. on Tuesday, June 6, 2023, 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 8, 2023

Open Session—6:00 p.m.

Individuals requesting interpretation should contact the executive assistant to the superintendent at morales_p@auhsd.us by 5:00 p.m. on Tuesday, June 6, 2023, 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 6, 2023, 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.

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|----|---|---------------------------------|
| 1. | CALL TO ORDER—ROLL CALL | <i>ACTION ITEM</i> |
| 2. | ADOPTION OF AGENDA | <i>ACTION ITEM</i> |
| 3. | PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE | <i>INFORMATION ITEMS</i> |

Board President Brian O'Neal will lead the Pledge of Allegiance to the Flag of the United States of America and provide a moment of silence.

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| 4. | STUDENT SPEAKERS | <i>INFORMATION ITEM</i> |
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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.

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| 5. | PUBLIC COMMENTS, OPEN SESSION ITEMS | <i>INFORMATION ITEM</i> |
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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 five 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. PRESENTATIONS

INFORMATION ITEMS

6.1 **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 and 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 2023-24 LCAP and were also provided information regarding the annual update. The annual update details the actual LCAP expenditures that were projected for the 2022-23 year.

Current Consideration:

Dr. Roxanna Hernandez, Coordinator, Learning and Development, and 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]**

6.2 **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 and 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 2023-24 LCAP, and were also provided information regarding the annual update. The annual update details the actual LCAP expenditures that were projected for the 2022-23 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 22, 2023, through June 7, 2023, 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, 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.

6.3 **Public Hearing, 2023-24 Proposed Budget**

Background Information:

The Board of Trustees is requested to open a public hearing on the 2023-24 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, 2023, 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 2023-24 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 2022-23 proposed budget.

7. **CONSENT CALENDAR**

ACTION ITEM

The Board will list consent calendar items that they wish to pull for discussion.

The Board of Trustees is requested to approve/ratify items listed under the consent calendar. These items are considered routine and are acted on by the Board of Trustees in one motion. It is understood that the administration recommends approval of all consent calendar items. Each item on the consent calendar, approved by the Board, shall be deemed to have been considered in full and approved/ratified as recommended. There is no discussion of these items prior to the Board vote unless a member of the Board, staff, or the public requests specific items be discussed or removed from the consent calendar.

7.1 **Instructional Materials Submitted for Adoption**

The Instructional Materials Review Committee has recommended the selected materials for courses in English and IB Mathematics. The books have been made available for public view.

Staff Recommendation:

It is recommended that the Board of Trustees adopt the selected materials. **[EXHIBIT B]**

7.2 **Instructional Materials Submitted for Display**

The Instructional Materials Review Committee recommended the selected material for display, for courses in special education and world languages. Before the materials can be approved for adoption, they must be made available for public review. The Board of Trustees will be requested to consider adoption of the materials following the end of the period of public display, June 8, 2023, through June 15, 2023.

Staff Recommendation:

It is recommended that the Board of Trustees approve the display. **[EXHIBIT C]**

8. **ADVANCE PLANNING**

INFORMATION ITEM

8.1 **Future Meeting Dates**

The next regular meeting of the Board of Trustees will be held on Thursday, June 15, 2023, at 6:00 p.m.

Thursday, July 20
Thursday, August 10
Thursday, September 14

Thursday, October 12
Thursday, November 16
Thursday, December 14

8.2 **Suggested Agenda Items**

9. **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 6, 2023.

UNLIMITED YOU



ANAHEIM UNION HIGH SCHOOL DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Anaheim Union High School District

CDS Code: 30-664310000000

School Year: 2023-24

LEA contact information:

Roxanna Hernandez, Ed.D.

Coordinator, Learning and Development

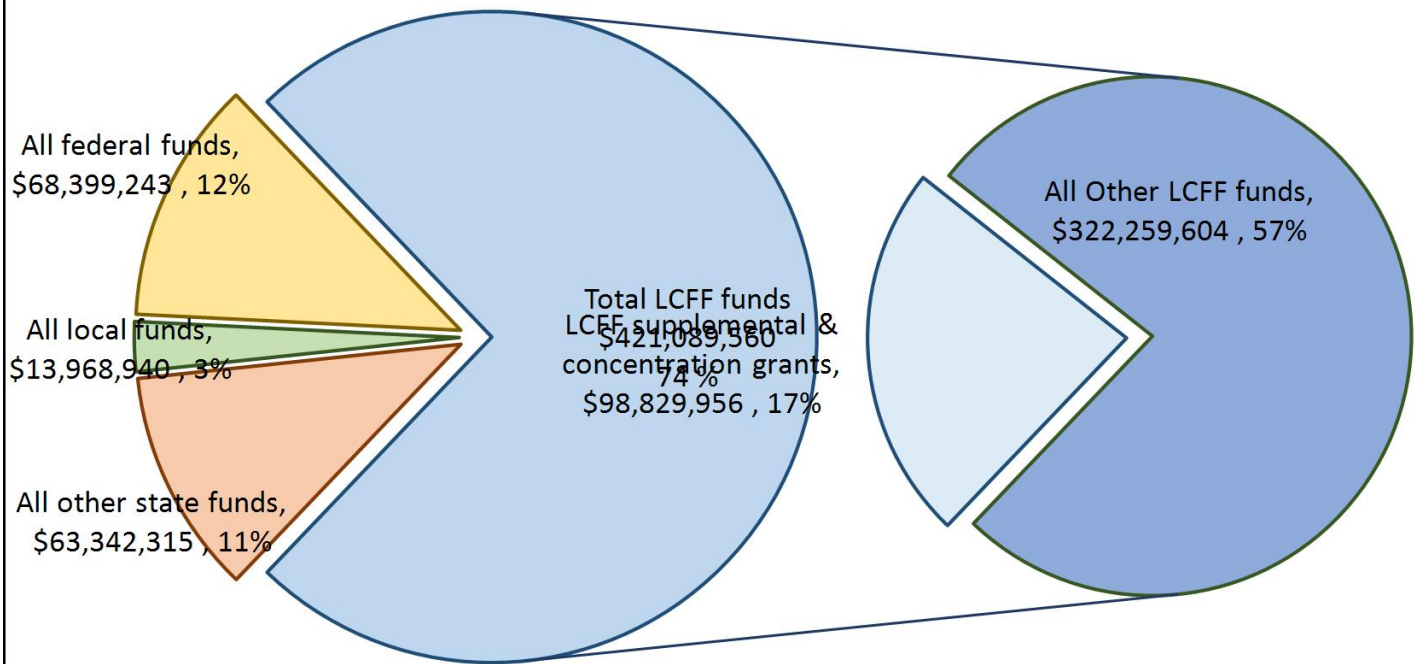
hernandez_r@auhsd.us

714-999-3579

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

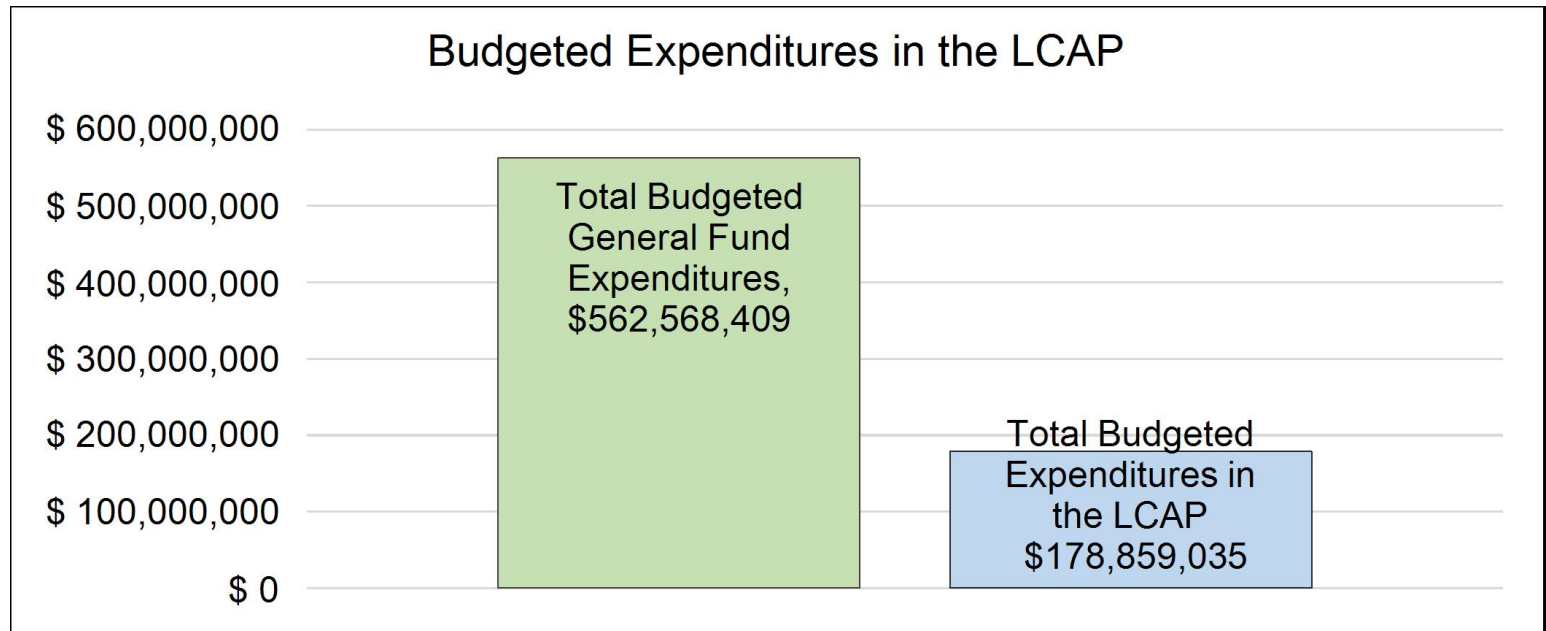


This chart shows the total general purpose revenue Anaheim Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Anaheim Union High School District is \$566,800,058, of which \$421,089,560 is Local Control Funding Formula (LCFF), \$63,342,315 is other state funds, \$13,968,940 is local funds, and \$68,399,243 is federal funds. Of the \$421,089,560 in LCFF Funds, \$98,829,956 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Anaheim Union High School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Anaheim Union High School District plans to spend \$562,568,409 for the 2023-24 school year. Of that amount, \$178,859,035 is tied to actions/services in the LCAP and \$383,709,374 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

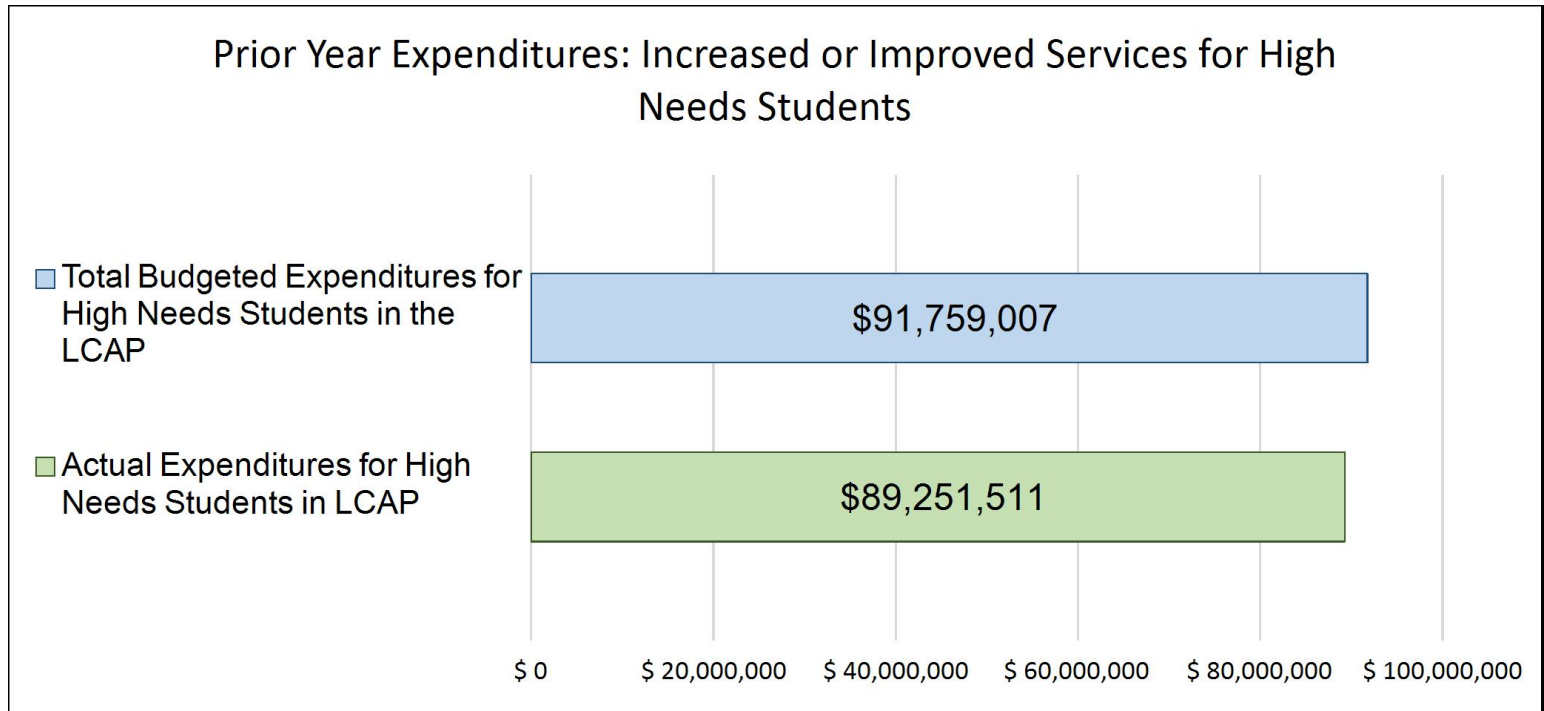
Base funding for salaries and benefits are not included in the LCAP. District expenditures from maintenance projects and bond projects are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Anaheim Union High School District is projecting it will receive \$98,829,956 based on the enrollment of foster youth, English learner, and low-income students. Anaheim Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Anaheim Union High School District plans to spend \$105,508,800 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Anaheim Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Anaheim Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Anaheim Union High School District's LCAP budgeted \$91,759,007 for planned actions to increase or improve services for high needs students. Anaheim Union High School District actually spent \$89,251,511 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-2,507,496 had the following impact on Anaheim Union High School District's ability to increase or improve services for high needs students:

The District continues to provide academic, social-emotional, and school climate supports, and programs. Some of these efforts were supported with ESSER funds and, therefore are not considered contributing funds in the LCAP.

UNLIMITED YOU



ANAHEIM UNION HIGH SCHOOL DISTRICT

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. Coordinator, Learning and Development	hernandez_r@auhsd.us 714-999-3579

Plan Summary [2023-24]

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 28,000. 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 75% of students are low-income, as indicated by participation in the National School Lunch Program, and 21.3% are English learners (EL). The demographic profile also indicates the following regarding student groups: 69.49% Hispanic, 13.27% Asian, 8.21% White, 4.10% Filipino, 1.99% Black/African-American, 1.94% two or more races, 0.47% Pacific Islander, and 0.23% Native American.

The District is proud to have five California Distinguished Schools, two National Blue Ribbon Schools, and thirteen California Gold Ribbon schools. Additionally, twenty schools are designated California Democracy schools and eight 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 new schools and two existing community schools. In 2022-23 two additional AUHSD schools became recipients of the CCSPP grant.

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: Successes

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

The Anaheim Union Educational Pledge (The Pledge) is a partnership 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. Successes include steady improvement in graduation rate and A-G completion. Graduation rates have increased from 86.2% in 2016-17 to 92.4% in 2021-22, a 7.2% increase. Additionally, A-G completion rates have increased from 43.9% in 2016-17 to 55.9% in 2021-22, a 27.4% increase over five years. AUHSD has a 31% admission rate to UCI, while the overall admission rates are at 21%. AUHSD students also have higher persistence rates 95-99% at UCI in comparison to the overall student population 86-88%. For 2023-24 AUHSD will continue strengthening the connection between the students' interests & strengths to their six year plan, to course selection, and to the master schedule. 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 to A-G, CTE, World Languages, VAPA and Dual Enrollment.

Anaheim Innovative Mentoring Experience (AIME) program has provided over 11,000 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. AUHSD will hire a Career Readiness and Work-based Learning Specialist to begin during the 2023-24 year to support coordination of the implementation and expansion of high quality CTE programs, assist the site level work-based learning coordinators in promoting AIME program events, and support and target access for unduplicated students.

Civic engagement and learning plays a prominent role in the District. 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. Seventeen sites have been recognized with California Civic Learning Awards. Eight sites (Cypress High School, Lexington Junior High, South Junior High, Savanna High School, Katella High School, Walker Junior High, Dale Junior High, and Gilbert High School) have been awarded the Civic Learning Award of Excellence, the highest honor in California.

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 will implement Spanish Dual Language Immersion at South JHS in fall of 2023 and at Katella HS in fall of 2025. Anaheim High School's English language development and DLI programs were nominated and awarded the 2023 CAFE Seal of Excellence award.

The AUHSD capstone program was implemented at all schools during the 2022-23 year. 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 will continue to implement and refine the capstone program during the 2023-24 year. During year two of implementation (2023-24), the District will continue 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 goal is to ensure that reflection is a part of the learning process, focus staff on using data to adjust performance task assessments to provide support for all student groups, and focus support on teachers identifying authentic audiences for performance task assessments.

The Magnolia Agriscience Community Center (MACC) is an urban agricultural oasis built on the Magnolia high school campus. The MACC strives to educate students, families, and the community about sustainable agricultural practices, nourishment, and community building. Through this project, AUHSD hopes to see a social and cultural shift in how the AUHSD community approaches food habits because of their new scientific literacy of cultivating and using the food grown in their neighborhood. AUHSD students have an opportunity to learn NGSS Human Impact standards as well as CA Environmental Principles and Concepts during UCI Science Project learning lab field trips to the MACC, geared towards 7th and 9th grade students. The students of teachers who participated in the UCI science PD 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 will have an opportunity to learn about nutrition, environmental sustainability, and ways to grow their own food during MACC farm educational opportunities offered in collaboration of the community schools coordinator and FACES.

AUHSD Board of Trustees passed an Ethnic Studies Resolution on May 6, 2021. The District hired an Ethnic Studies curriculum specialist who led the first professional learning series on creating new ethnic studies courses for the 2022-23 year. Professional learning on new courses continued through out the school year and additional professional learning was provided to expand course offerings for the 2023-24 year.

Services to address student's social-emotional needs have been increased and improved through the hiring of additional social worker leads, social workers, psychologists, counselors and providing professional learning/training to teachers and staff. As a result of having these additional staff in 2021-22 the District screened all 7th grade students for mental health needs and in 2022-23 screened all 9th grade students. Continued support of these services builds upon this work and will ensure additional students will receive services or be referred to community based mental health organizations.

The District's Student Support Services has worked with site administrators, school safety teams and discipline committees to identify student behaviors that led to suspension and design ways to minimize those behaviors; A District Student Discipline Taskforce was established to provide additional guidance, recommendations, and progress monitoring. The work of the task force was critical in responding to unique challenges in the 2022-23 year and gathering input from staff to build and maintain positive classroom climates. The District's Saturday Academy program was expanded to provide additional enrichment learning opportunities for more students and to support improved attendance results. This structure was particularly effective in providing additional learning opportunities for students to improve their academic achievement and improve the D/F rate. AUHS understands that school climate shares an important relation with chronic absence among adolescent students attending urban schools. The District Student Support Services will continue to work towards ensuring

that students feel connected, safe, and have a sense of belonging in order for them to have a more positive school experience and increase their chances of attending school regularly. The on-going implementation of Saturday academy during the 2023-24 school year will provide an opportunity for students to improve academically and develop a sense of school connectedness. During the 2023-24 year the efforts to improve school climate will include: Student Ambassador leads RSVP (Raising Student Voice and Participation); Civic Engagement to encourage student voice and purpose; First Best Instruction—Knowing students by name and need/ Engaging instruction; Capturing Kids' Hearts district-wide implementation, and Restorative Practices. Additionally, the District will continue to work with the site teams to build capacity and monitor and support implementation of task force recommendations.

Reflections: Identified Need

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.

Although graduation rates for the 2021-22 year were at 92.4%, which places AUHSD at a High status level, further analysis of the data demonstrates that foster youth and students with disabilities fell in the Low status level, similar to the State's Very low status level for foster youth and the State's Low status level for students with disabilities. The District will continue to support implementation and monitoring of the foster youth and students with disabilities task force recommendations. Some of the task force recommendations for foster youth students includes site level discussions and reviews of foster youth students quarterly through the Educational Monitoring Team (EMT) process; 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; prioritize credit recovery opportunities for foster youth students at all high school grade levels; provide academic support for foster youth via after-school tutoring and Saturday academy; and expand access and enrollment for foster youth students in CTE Pathways. Furthermore, to continue to support students with disabilities sites will implement the SWD task force recommendations, which are inclusive of establishing SWD site teams consisting of an administrator, SWD department chair, 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 all SWD task force recommendations.

Student performance levels in mathematics for 2022 fell in the Low status level, mirroring the State's Low status level. Additionally, District grade data analysis continues to indicate this as an area of need. Student groups lag in A-G completion due to earning D grades. Students are repeating mathematics courses due to failing grades, which impacts their ability to take other courses. Improving mathematics achievement results for all students, with an even greater emphasis on improving mathematics achievement results for English learners, foster youth, Hispanic/Latino, homeless youth and students with disabilities are a priority. The District targeted the junior high level to begin addressing instruction and achievement during the 2019-20 year. This included professional learning/training for mathematics teachers and development of a junior high Math Lab. The Math Lab teachers were selected for their innovative practices and ability to work with diverse populations. Groups of math teachers participated in lesson observation, lesson design and collaborative planning as part of this experience.

While school dismissal and staffing shortages have impacted these efforts, the District has remained committed to providing this support moving into the 2023-24 year.

A full-time mathematics curriculum specialist was hired at the start of the 2022-23 year to focus solely on improving mathematics instruction. Additionally, two new high school courses, Data Science and Financial Algebra, were adopted to address relevancy and engagement within the high school mathematics pathway.

Throughout the 2022-23 school year, the junior high Math Learning Lab teachers have facilitated several professional learning experiences for both junior high school and high school educators, including mathematics educators, educational specialists who teach in mathematics classrooms, and administrators. The professional learning experiences include opening up their classrooms for lesson observation days, facilitating book studies, and facilitating workshops after school. To date this school year, they have facilitated eight Math Learning Lab full day workshops for teachers, two Math Learning Lab administrator workshops, four after school professional learning workshops, three cohorts of book studies, and a workshop session for site level instructional coaches. The focus for these professional learning experiences center on intentional lesson design that encourages student discourse, differentiated supports for student learning, student centered instruction, and equitable grading. The high school Math Demo Lab teachers, who serve as math leads at the high school level, have modeled professional learning experiences after the structure established and implemented by the junior high Math Learning Lab teachers. To date, they have facilitated eight Math Demo Lab full day workshops for teachers.

Additionally, starting in the 2022-23 school year, AUHSD entered into a three year grant with the Orange County Department of Education and a research group, Inflexion, to support student identity in STEM, particularly for female and Latinx students. The grant identified schools are Anaheim HS, Cypress HS, and Loara HS. This year 16 teachers who serve in Math 1 classes, 3 instructional coaches, and 3 assistant principals participated in grant related activities. This year the grant supported 905 students, 811 students who are female and/or Latinx youth. Grant activities that support instruction in mathematics classrooms include a two-day institute to onboard educators, monthly Community of Practice workshops, quarterly release time to support collaboration amongst educators for planning and implementing instruction as well as reviewing data. OCDE has led professional development with the educators on topics related to computational thinking, student identity, student supports, universal design for learning, social emotional learning, female inclusive practices, and culturally and linguistically relevant teaching.

Student performance levels in English for 2022 fell in the Low status level, mirroring the State's Low status level. Additionally, District grade data analysis continues to indicate that this is an area of need. Improving achievement results for all students, with an even greater emphasis on improving achievement results for English learners, foster youth, Hispanic/Latino, homeless youth and students with disabilities are a priority. The District has developed a structure that will allow 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. Anchored by a system of performance task assessments that allow students to develop technical skills, soft skills, and voice. Each school's capstone will create the conditions for the community to learn and grow together. The performance assessment takes into account the necessary support for all student groups (including newcomers, plurilingual students, students with disabilities, foster youth, and McKinney-Vento students) so that they can demonstrate what they know and are able to do. All students can successfully engage with performance task assessments

when armed with appropriate scaffolding by their teacher. Students, regardless of language ability, will create, think critically, collaborate, and communicate. AUHSD believes that giving students the resources they need to access the curriculum and succeed with performance task assessments means we are giving them the tools to improve and grow so that agency is more accessible.

Chronic absenteeism was at a Very High status level on the 2022 California School Dashboard. District analysis of available state data indicates that chronic absenteeism was at 24.3% during the 2021-22 year, which is below the State's status level of 30%. The 2022 California School Dashboard indicates that the performance level for the following subgroups fell in the Very High range for Chronic Absenteeism--African American, American Indian, English learners, foster youth, Hispanic, homeless, Pacific Islanders, socio-economically disadvantaged, students with disabilities, and White. To address the following performance gaps, the District is doing the following: Student Support Services has convened an Attendance Task Force and every school site has also established a site-level Attendance Committee. The District has published recommendations that were developed through the Attendance Task Force, which include administration responsibilities, teacher responsibilities, classified support, and home visit protocols. Additionally, the District will continue to support and implement high quality instruction which focuses on developing 21st century skills including collaboration, creativity, critical thinking, communication, and compassion; cultivating student voice and purpose across all content areas and through integrated initiatives including: the Seal of Civic Engagement, AUHSD Talks, Seal of Biliteracy, applied problem solving, writing journey, and culturally relevant pedagogy; and providing 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 District's Student Support Services will continue to work with site attendance teams, attendance staff, outreach staff, family and community engagement staff, and community schools staff to proactively support improved attendance.

Suspension fell at the Very High status level for foster youth students, mirroring the State's Very High status level for the same student group. The foster youth suspension rate was 11.7% (suspended at least one day), as reported in the 2022 California School Dashboard. Additionally, the California School Dashboard indicates a High status level for American Indian, and Pacific Islander students. Further analysis of the data shows that overall the Suspension status level for AUHSD was at a Low status level with a suspension rate of 2.7% (suspended at least one day), which is lower than the State's 3.1% suspension rate (suspended at least one day). AUHSD continues to improve the school climate and reduce suspension rates by implementing resources such as Capturing Kid's Hearts and working with OC Human Relations to support schools. These programs help promote skill development, self-managing classrooms, decrease discipline issues, focus on building community and fostering respect, resolving conflict, and pursuing equity. AUHSD also has Positive Behavior Intervention Supports (PBIS) at each school, a focus on Multi-Tiered Systems of Support (MTSS), and fully implemented school safety teams. The District has established a Foster Youth Task Force to target the needs of these students. Each school in AUHSD has implemented site level teams to address the needs of Foster Youth students and work intently to implement the District's Foster Youth task force recommendations.

LCAP Highlights

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

Goal 1- All students will demonstrate college, career, and life readiness and success through the implementation of the 5 Cs (collaboration, creativity, critical thinking, communication, and compassion). The District's professional learning plan will address implementation of the Career Preparedness Systems Framework (CPSF). AUHSD 5 C coaches and curriculum specialists will provide professional learning on strategies to develop critical thinking, creativity, communication, collaboration, and character. Additional training around civic engagement and mindfulness will be provided, with the expectation that what students learn in the classroom will apply to the larger community.

Continued implementation of District-wide instructional and programmatic recommendations for English learner students, students with disabilities, and foster youth is critical. Practices for improved progress monitoring and site implementation of the English learner task force recommendations, students with disabilities task force recommendations, and the foster youth task force recommendations will continue.

AUHSD is a leader in developing collaborative relationships with corporations, businesses, government agencies and colleges and universities. AUHSD will continue to implement all components of the Anaheim Union Educational Pledge and strengthen community partnerships to provide robust post-secondary transition opportunities for students. These opportunities include the expansion of the Anaheim Innovative Mentoring Experience (AIME) and an addition of a Career Readiness and Work-Based Learning Specialist.

AUHSD is the first school district in the nation to partner with and grow with Google to offer career certificates to students. In 2022-23 year, 23 teachers participated from 11 sites/programs, with a total of 821 student participants in the following programs: Data Analytics - 145; IT Automation- 57; IT Support- 50; Project Management- 553, and UX Design- 16. The District is preparing to continue to grow the program and begin to offer parent certifications through our Community Schools model.

The District continues to expand CTE pathways and has eight exclusive career pathways in Artificial Intelligence, Biotechnology, Cybersecurity, Film/Digital Arts, Entrepreneurship, Medical Careers, Law/Justice, and Visual & Performance Arts. These pathways include integrated coursework, college credit, work based learning, and student leadership opportunities.

The District will continue to support the growth and replacement of technology to ensure students have access to devices and internet connectivity. The District will continue with the implementation of a one-to-one device program which began in the 2022-23 year.

Goal 2- Provide meaningful educational engagement opportunities for all parents and families to advocate for all students. AUHSD will continue to implement and refine parent involvement activities that increase parental understanding of the pedagogy used to prepare students for college and career. These activities include providing training to parents on how to monitor student progress, providing Parent Learning Walks and an updated version of the Parent Leadership Academy.

The District was awarded funding from the California Community Schools Partnership Program (CCSPP) and expanded implementation to thirteen sites in 2022-2023 and will expand to two additional sites in 2023-24. The District is fully committed to the community schools model to create schools where students, staff, families and community partners are engaged and work through collaborative leadership to expand

students opportunities and address the needs of the whole child, and prepare them for college, career and life readiness through the Career Preparedness Systems Framework (CPSF).

AUHSD is committed to working towards providing a Family Resource Center and/or a Community School Resource Center at all school sites and staffing these centers with Family and Community Engagement Specialists (FACES) and/or a Community Liaison, and Community School Staff where feasible. The FACES and Community Schools staff continue to be an essential part of the efforts to improve academic outcomes for students. The District has improved its family engagement practices by providing additional resources to support staff in sustaining strong relationships/partnerships with families, providing opportunities for families to share about their family and students through a needs and assets survey, community school site mapping, and community listening circles. The District has sought to honor the contributions, languages, cultures, and needs of both families and staff through this asset-based approach to Community Schools model.

Goal 3- Provide and nurture a safe, reflective, responsive, and positive school culture. AUHSD is committed to meeting the various needs of students. Increasing mental health resources to meet the social and emotional needs of students is a priority. Additionally, providing social emotional learning training for staff to help address student needs is an on-going priority. This will be accomplished by the District's efforts to retain added counselors, psychologists, and social workers.

AUHSD will adopt national counseling standards, provide appropriate professional learning for counselors, and monitor implementation of the counseling program. The continued implementation of grade level counseling and targeted interventions will be essential.

To support students' mental health and wellness social workers are assigned to every school site. The social workers provide support and professional development related to Mental Health/Mental Wellness to staff, students, and families. Additionally, the District has three Clinical Social Worker District Leads to further support schools. AUHSD takes a tiered approach to support students' socio-emotional well being. As part of an ongoing effort to be proactive, AUHSD continues to implement Heads Up Check Up, which allows the District's mental health professionals to identify and assess students that are potentially in crisis. As a result, a total of 4727 students were screened over the past 2 years.

The District will continue to refine methods for students to improve their attendance including home-visits, Saturday Academy, alternative to suspension options, and well-being activities. The District has convened an Attendance Task Force and provided recommendations to all school sites. Every school has also convened an attendance site team to implement and support the recommendations made by the task force.

Student safety continues to be a priority as National tragedies in schools and communities contribute to this area of concern. AUHSD will continue to focus its efforts to ensure that students, parents, and community members feel safe at school and in our communities. In doing so, AUHSD's efforts district-wide are on increasing campus safety aide personnel, increasing the number of surveillance cameras on campuses, and providing an anonymous Safety and Wellness web-based reporting platform. Additionally, partnering with local law enforcement and city officials will continue, in order to improve communication and strengthened the collaboration between school site safety teams and the community.

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.

Gilbert Continuation High School

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 supported the site in developing their school plan and Comprehensive Support and Improvement (CSI) plan by implementing a series of feedback opportunities. District wide needs and assets surveys with disaggregated data by school site were conducted and provide useful feedback regarding academic, physical, and emotional needs of students and families. The CSI eligible school incorporated this feedback along with staff input to develop their plans and address underlying issues as well as needs arising post COVID-19 pandemic.

The school leadership team under the direction of the principal met regularly to address the needs of their school and implement their plan. These processes are supported by District Administrators who meet with the identified site on a regular basis. The school leadership team is further informed by District task forces in the areas of English learners, students with disabilities, 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.

Additionally, the school identified current practices and interventions that have shown evidence of meeting student needs. This review of school systems and interventions guided the development of additional interventions and refinement of current interventions for the 2022-23 year. This included the re-design of how students are referred to the continuation site. Through improvement efforts and a focus on instruction, 5 Cs, student voice and purpose, and dedicated time, resources, policies, and expertise to institutionalize high quality civic learning, Gilbert High school received the following distinctions: 2023 Model Continuation School; 2023 Civic Learning Award of Excellence; and was designated a California Democracy School. Currently, no resource inequities were identified at the school level.

Monitoring and Evaluating Effectiveness

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

District administrators will monitor the implementation of the CSI plan by meeting with the site during the first quarter of the 2023-24 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 site will report out to the District on the progress of the school's 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 site will review data points such as grade distributions, credit completion, 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 and how this engagement was considered before finalizing the LCAP.

The LCAP stakeholder input process began with surveys completed by parents, students, staff, and community members. The District received 14,340 responses from students, 3,764 responses from parents, and 1,785 responses from staff. These surveys, completed in February 2023, identified areas of need that were incorporated into the educational partner engagement process. The engagement process consisted of five meetings that occurred from February to April 2023. Three of the meetings were conducted in focus groups, and the other two meetings were held at-large and included staff, families, students, and partner agencies. The District provided transportation/bussing to allow for more student 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 draft recommendations that were related to the State Priority(ies) assigned to their focus group, and each focus group consisted of partners from all groups. Focus group members examined and refined LCAP priorities through the lens of the State Priority to which they were assigned.

Five steering committee meetings were held to oversee the LCAP process, plan engagement meetings, consult with necessary partners, and debrief the findings from the stakeholder 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, community members, and representatives from local bargaining units.

Additionally, this year in an effort to keep sites, students, and parents informed and updated regarding the LCAP process, and activities taking place during the LCAP focus group meetings, the student ambassadors created the LCAP 2023 Meeting Highlights. The LCAP 2023 Meeting Highlights included slide deck presentations and videos summarizing the LCAP focus group meetings. Site principals shared the LCAP Highlights during their weekly communication, parent square or via email, and/or used the presentations/videos to further discuss the LCAP process during their site level coffee chats. The LCAP 2023 Meeting Highlights were also made available on the District's webpage.

The District had over 550 educational partners participate in-person to one or more LCAP meeting and/or focus group meetings. Twelve recommended priorities were produced as a result of this process. These were considered by all partners and their input established the highest priorities. The priorities are included below as reference for the feedback provided during the engagement process and are listed in priority order as established by our educational partners.

~ AUHSD will isolate specific funding geared towards hiring and retaining teachers with appropriate credentials to support class size reduction especially in core and PE classes, to increase the ability to build deeper and more authentic connections between teachers and students, increase college and career readiness course offerings, and support all students in achieving life readiness skills.

~ AUHSD will keep small class sizes to 30 or less students per class to allow teachers to identify student's needs and reduced class sizes to support social emotional needs, while allowing students to build peer relationships.

~ AUHSD will allocate additional funding to reduce class size (teachers) and support (lower) staff caseloads (counselors, social workers, psychologists, site administrators) for ALL students, especially McKinney-Vento/foster youth, plurilingual students, low-income and students with disabilities to provide for individualized attention, strengthen 1:1 relationships with parents and students, safe learning environment, social-emotional learning opportunities, and representation of student voice.

~ School and district staff will research and implement flexible learning opportunities (e.g. bell schedules, block scheduling, hybrid classes/programming, and expanding eLearning) and course offerings for ALL students to positively impact and improve graduation rates, SBAC scores, CTE pathway completion and A-G eligibility to reduce the need for remediation.

~ The district will allocate adequate funding for schools to have a 250 student to 1 counselor ratio in order to meet the academic, social-emotional, and career needs of our students. In order to best serve students, we need to address smaller caseloads.

~ AUHSD will keep or hire more counselors, keep smaller caseloads, provide quality academic and social support to all students.

~ District leadership will be more intentional with the staffing of Psychologists, School Counselors, School Social Workers, and other qualified staff and existing resources in order for all school sites to have a wellness center and to utilize mental health supports more effectively.

~ School sites will increase the number of teachers to support reduced class sizes for the purpose of improving the quality of instruction and engagement and student outcomes such as SBAC scores and graduation rates for students with disabilities and English learners.

~ Facilities, Maintenance and IT staff will upgrade critical electrical infrastructure (switchgears, solar, servers) for students, staff and community to ensure access to clean, renewable energy that supports 21st Century learning.

~ Technology equipment, resources, and training will be provided by the EIT staff, tech coaches, and/or specialists to enhance student engagement, access to rigorous curriculum in an up to date 21st Century learning environment.

~ District LCAP will allocate funds so that all students, especially English learners, students with disabilities, and foster youth, have access to and can participate in all school activities (i.e. dances, sports activities, and events during school and after school) to increase mental wellness and promote a unified school culture.

~ In collaboration with community partners, parent organizations and the student body, school sites will plan for multiple, similar opportunities to be inclusive of various parent/guardian schedules for families to be informed and involved to create a positive school culture and ensure that proper interpretation services are provided for equitable access.

District administrators also met separately with the Superintendent's Parent Advisory Committee (SPAC), District English Learner Advisory Committee (DELAC), student ambassadors, and Family and Community Engagement Specialists (FACES). Additionally, the Special Youth Services director consulted with the SELPA administrator to ensure the LCAP addressed any areas of need particular to students with

disabilities. This additional input further informed the strategies to be implemented. Additionally, District administrations met with representative's from the local bargaining units to consult on the development of the LCAP.

A summary of the feedback provided by specific educational partners.

Feedback, ideas, and priorities for the development of the Local Control and Accountability Plan (LCAP) were gathered via an online LCAP survey with 19,889 responses and various in-person focus group meeting inclusive of education partners, directors, coordinators, principals, assistant principals, counselors, curriculum specialists, teachers, classified staff, students, parents, community members, and representatives from local bargaining units. This rich data was utilized to inform the LCAP. Listed below is a summary of the feedback provided, priorities and commendations made from the AUHSD Educational Partner engagement processes.

Feedback from the parent LCAP survey indicated that 90.4% understand graduation requirements and 80% understand the Anaheim Union High School Pledge. While these numbers are relatively high, it indicates there is still a knowledge gap in these two crucial areas. Additional analysis of data collected and parent feedback indicate a need for ways to more effectively analyze and publicly share out the various data points being collected. In terms of leadership capacity and engagement, feedback demonstrates a need to continue to build and expand on the opportunities for building leadership capacity for our families and engaging the disengaged families.

Feedback from the student LCAP survey indicated that 50.9% feel a positive connection to their school. 52% know where to get mental health support. 69% are familiar with the Anaheim Union Educational Pledge and 73.1% know how to access a school counselor if needed. Additional student survey data indicates that 71.4% of all students reported their school provides them the resources needed to learn while in school. 73.7% shared that their teachers include activities and lessons which incorporate the 5 C's. 72.3% of students feel that their school has made a significant effort to keep them informed about important issues and events to participate in.

Feedback from the staff LCAP survey indicate that 74.2% of staff feel safe at school. 91.7% of staff feel a positive connection to students at their site and 93.4% have students who ask them for help. 57.9% have facilitated/participated in a civic engagement activity at their school. 65.4% indicate being familiar with the Anaheim Innovative Mentoring Experience (AIME). The feedback collected indicates an on-going need to identify the professional learning needs of individual teachers. Continue to refine and grow Performance Task Assessments, the Capstone Program, and the Career Preparedness Systems Framework (CPSF).

Feedback from the DELAC indicated the need to continue to promote inclusive, engaging environments for Plurilingual/English learner and newcomer scholars. The following recommendations were made: Invite guest speakers/role models (i.e. community members and former EL students) to classrooms, schools, district events. Continue to provide training to staff on mental health, socio-emotional needs, and cultural competence. Continue to create more awareness around the needs of special education students. Create a committee for parents of special education parents similar to DELAC. Continue to support and expand social work services. Continue encouraging work around 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 Plurilingual/English learners.

The top three focus groups priorities include:

Priority 1: Lower class size (hiring and retaining teachers), to increase the ability to build deeper and more authentic connections between teacher and students.

Priority 2: Retain or hire more counselors, social workers, psychologists and keep smaller caseloads to provide quality academic and social support for all students, especially McKinney-vento, foster youth, plurilingual students, low-income and students with disabilities.

Priority 3: Research and implement flexible learning opportunities (e.g. bell schedules, block scheduling, hybrid classes/programming, and expanded e-learning) and course offerings for ALL students.

Additional focus group priorities included, the need for Facilities, Maintenance and IT staff to upgrade critical electrical infrastructure (switchgears, solar, servers) for students, staff and community to ensure access to clean, renewable energy that supports 21st century learning. That technology equipment, resources, and training be provided by the EIT staff, Tech Coaches, and/or specialists to enhance student engagement, access to rigorous curriculum in an up to date 21st century learning environment. The District need to ensure that all students, especially English learners, students with disabilities, and foster youth, have access to and can participate in all school activities (i.e. dances, sports activities, and events during school and after school) to increase mental wellness and promote a unified school culture, was also a priority based on focus group feedback. Furthermore, importance of collaboration with community partners, parent organizations and the student body, school sites to plan for multiple, similar opportunities to be inclusive of various parent/guardian schedules for families to be informed and involved to create a positive school culture and ensure that proper interpretation services are provided for equitable access was of equal importance to the focus groups. The focus groups which consisted of directors, coordinators, principals, assistant principals, counselors, curriculum specialists, teachers, classified staff, students, parents, community members, and representatives from local bargaining units engaged in a robust input process where consensus were made for the above mentioned priorities, which inform and enhance the existing action items outlined in the LCAP. Many of the suggestions that our educational partners offered to the District are incorporated into the plan.

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

The following actions within each of the goals that were influenced by educational partner engagement process are described below:

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

1.1- District leadership and curriculum specialists will develop and implement a professional learning plan that supports teacher leaders, SLTs, SWD Task Force, EL 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 ELs, SWDs, SEDs, McKinney Vento, and Foster Youth to increase A-G eligibility, graduation rates, and college-going rates.

Based on feedback, analysis of survey data and local indicators supports the development of a professional learning plan which includes, capstone program, performance task assessments, English learner professional learning, social emotional learning, mindfulness, and self-care activities. District leadership and curriculum specialists will develop and implement a professional learning plan that supports teacher

leaders, SLTs, SWD Task Force, EL 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 ELs, SWDs, SEDs, McKinney Vento, and Foster Youth to increase A-G eligibility, graduation rates, and college-going rates for all students.

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, EL and SWD to support development of 5 Cs, civic engagement, CPSF, and achievement of literacy and mathematical standards skills to increase student engagement, academic achievement, and post secondary readiness.

Based on feedback, analysis of survey data and local indicators supports the District will continue to support Site Leadership Team (SLT) release time to support implementation of the capstone program, performance task assessment development at their sites. Teacher lead support for the District's Professional Learning Plan to develop 5 Cs, civic learning, performance task assessments, components of the District Writing Journey, project-based learning will continue.

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.

The District will continue implementing one-to-one devices. Technology equipment, resources, and training will be provided by the EIT staff, tech coaches, and/or specialists to enhance student engagement, access to rigorous curriculum in an up to date 21st Century learning environment. This was a priority identified through the focus groups LCAP meetings.

1.5- District staff and teachers develop and monitor District programs, courses, and extracurricular opportunities for low-income, EL, SWD 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.

Education partner feedback support this action to allocate funds so that all students, especially English learners, students with disabilities, and foster youth, have access to and can participate in all school activities (i.e. dances, sports activities, and events during school and after school) to increase mental wellness and promote a unified school culture.

1.7- District staff and teachers will implement non-traditional instructional options to address the multi-tiered academic need of students in order to reach graduation and post-secondary goals.

Education partner input support this action and recommend that school and district staff will research and implement flexible learning opportunities (e.g. bell schedules, block scheduling, hybrid classes/programming, and expanding eLearning) and course offerings for ALL students to positively impact and improve graduation rates, SBAC scores, CTE pathway completion and A-G eligibility to reduce the need for remediation.

The District will continue to support credit recovery, real time credit recovery options, and Independent Studies (IS); Polaris IS, Katella IS, Kennedy IS, and expand IS at Cypress HS for the 2023-24 year. Additionally, AUHSD has sixteen new course offerings proposed for the 2023-24 year in CTE, English, History/Social Science, Math, VAPA, and World Languages. AUHSD will implement Spanish Dual Language Immersion at South JHS in the fall of 2023 and at Katella HS in the fall of 2025.

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.

Education partner input continue to support this action to isolate specific funding geared towards hiring and retaining teachers with appropriate credentials to support class size reduction especially in core and PE classes, to increase college and career readiness course offerings, and support all students in achieving life readiness skills.

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

2.2- Family and Community Engagement Specialists (FACES) and translators will provide language-appropriate support and programming to support English learners 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).

The District will retain the added Translator (s), Family and Community Engagement Manager, Community Schools Program Manager, Community Teacher Leads, Family and Community Engagement Specialists, School Community Liaisons, and Community School Coordinators. These positions will help support and address education partner input and recommendation that in collaboration with community partners, parent organizations and the student body, school sites will plan for multiple, similar opportunities to be inclusive of various parent/guardian schedules for families to be informed and involved to create a positive school culture and ensure that proper interpretation services are provided for equitable access.

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

3.2- Staff will implement programs and systems to support the mental, physical, behavioral and emotional health of vulnerable students to reduce student suspensions, improve student learning, and promote well-being.

The District will retain counselors, social workers and psychologists, both temporary and permanent based on stakeholder feedback to support lower staff caseloads for all students, especially McKinney-Vento, foster youth, plurilingual students, low-income and students with disabilities to provide for individualized attention, strengthen 1:1 relationships with parents and students, safe learning environments, social-emotional learning opportunities, and representation of student voice.

3.4- Upgrade facilities and address maintenance needs to provide safe and healthy learning environments for all students.

Education partner input support this action and recommend that facilities, maintenance and IT staff upgrade critical electrical infrastructure (switchgears, solar, servers) for students, staff and community to ensure access to clean, renewable energy that supports 21st Century learning.

The District's HVAC systems upgrades are in progress and will continue during the 2023-24 year.

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).

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.

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%		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%		District- 55% SED- 50% EL- 30% SWD- 18% FY- 25%
College and Career Indicator- Prepared	C/O 2019 District- 44.2%	Not Available	Not Available		District- 47% SED- 43%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED- 39.1% EL- 15.3% SWD- 9.9% FY- 15.2%				EL- 18% SWD- 13% FY- 18%
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
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
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
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
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)		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)		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)		48%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL reclassification rate	7.3% (2019-20)	6.4% (2021-22)	5.8% (2022-23)		10%
Percentage of students who pass an AP exam with "3" or higher	66.9% (2019-20)	55% (2020-21)	59.7% (2021-22)		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)		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)		55%
Access to a broad course of study- Percentage of students enrolled in CTE courses	38% (2020-21)	39% (2021-22)	33% (2022-23)		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)		48%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)		1500 students
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)		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		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		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.		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- 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		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%

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), students with disabilities task force, 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, students with disabilities, low-	\$18,870,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		income, McKinney-Vento, and foster youth to increase A-G eligibility, graduation rates, and college-going rates.		
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, English learners, foster youth and students with disabilities 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.	\$7,954,000.00	Yes
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.	\$8,000,000.00	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.	\$7,750,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Broad course of study	District staff and teachers develop and monitor District programs, courses, and extracurricular opportunities for low-income, English learners, foster youth, and students with disabilities 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, foster youth and students with disabilities task force to ensure implementation of the task force recommendations, 4) provide supplementary support for extracurricular programs, such as intermural 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.	\$29,520,000.00	Yes
1.6	English learners	Improve placement, instructional practices, and monitoring of plurilingual 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).	\$7,270,000.00	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.	\$7,097,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Students with disabilities	Improve placement, instructional practices, and monitoring of students with disabilities (SWD) to increase academic and social success.	\$1,080,000.00	No
1.9	Post-secondary readiness	District coordinators along with 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.	\$1,850,500.00	Yes
1.10	Reduction of class size, hiring and retaining teachers	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.	\$7,200,000.00	No

Goal Analysis [2022-23]

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 implementation of professional learning, instructional initiatives and programs, as well as post-secondary readiness. Post Covid-19 the District had continued to expand implementation of programs and activities that were previously scaled down due to distance learning. Implementation of civic engagement activities, capstone program, and the Career Preparedness Systems Framework (CPSF) are all examples of successful implementation of this goal. Additionally, college partners continue to support the District's efforts to prepare students for post-secondary enrollment. AUHSD has a 31% admission rate to UCI, while the overall admission rates are at 21%. AUHSD students also have higher persistence rates 95-99% at UCI in comparison to the overall student population 86-88%.

The District successfully rolled out its 1:1 devices program and will continue sustaining access to a broad range of technological resources to ensure all students can fully engage in their education, access digital resources and develop post secondary skills.

The District fully implemented the capstone program at every school site which was supported by the site's School Leadership Team (SLT) release periods. The capstone program supports the development of skills and dispositions that colleges and employers recognize as important, such as resilience, perseverance, and an academic growth mindset, through performance task assessments that require students to learn to work with others, to solve problems industriously and to overcome obstacles as necessary. These types of tasks are embedded into teachers' curriculum on a regular basis and are reflected upon by students as part of the capstone process.

Throughout the 2022-23 year, the junior high Math Learning Lab teachers have facilitated several professional learning experiences for both junior high school and high school educators, including mathematics educators, educational specialists who teach in mathematics classrooms, and administrators. The professional learning experiences has included opening up their classrooms for lesson observation days, facilitating book studies, and facilitating workshops after school. To date this school year, they have facilitated eight Math Learning Lab full day workshops for teachers, two Math Learning Lab administrator workshops, four after school professional learning workshops, three cohorts of book studies, and a workshop session for site level instructional coaches. The focus for these professional learning experiences center on intentional lesson design that encourages student discourse, differentiated supports for student learning, student centered instruction, and equitable grading.

This year three additional schools have been designated California Democracy Schools, which brings the District total to twenty, which demonstrates the commitment to time, resources, policies, and expertise to institutionalize high quality civic learning to prepare students for civic life. Additionally, two schools received the California Civic Learning award of Excellence, two schools earned the award of Merit, and three receive honorable mention. Local metrics also demonstrate that 3,033 students earned the Seal of Civic Engagement (class of 2023), and 46% of students engaged in civic inquiry and investigation, further confirming student access to a broad course of study and high quality civic learning.

The District has seen successes and steady improvement in graduation rates and A-G completion. The graduation rate for 2021-22 was 92.4%, which is higher than the State average of 87%. Additionally, A-G completion rates were at 55.9% in 2021-22, also higher than the State average of 43.6%.

The District entered into an agreement with K-12 Alliance, WestEd to support the district effort's towards equitable science learning by providing professional learning and ongoing technical assistance to teacher participants field testing OpenSciEd high school instructional materials during the 2022-23 year.

The Magnolia Agriscience Community Center (MACC) is an urban agricultural oasis built on the Magnolia high school campus. The MACC strives to educate students, families, and the community about sustainable agricultural practices, nourishment, and community building. Through this project, AUHSD hopes to see a social and cultural shift in how the AUHSD community approaches food habits because of their new scientific literacy of cultivating and using the food grown in their neighborhood. The food cultivated at the MACC goes to the school cafeteria, AUHSD families in need, AUHSD volunteers, and Anaheim community members. During the 2023-24 year there will be ongoing educational development with AUHSD teachers using civic engagement, environmental science sustainability practices as well as learning lab field trip opportunities to the MACC, and on going collaboration with the UCI Science Project.

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 1.1 Professional learning plan- Estimated actual exceeded budget expenditures due to the inclusion of professional learning costs and release periods not previously included and higher than anticipated staffing costs, resulting from negotiated pay increases.

Action 1.2 Effective instruction- Estimated actual exceed budgeted expenditures due to higher than anticipated staffing costs, resulting from negotiated pay increases.

Action 1.3 Instructional materials- Estimated actuals were less than budgeted expenditures because adoption of science instructional materials was planned for the 2022-23 year but has been rescheduled for the 2023-24 year, along with the World Language (Spanish and French) adoption scheduled for 2023-24 year.

Action 1.4 Technological resources- Estimated actual expenditures exceeded budgeted expenditures due to the use of federal funds to purchase devices and internet access for students.

Action 1.5 Broad course of study- Estimated actual expenditures were less than budgeted because of fewer staff tied to this action (staffing shortage).

Action 1.9 Post-secondary readiness- Estimated actuals were less than budgeted expenditures because of fewer staff tied to this action and/or staff shortage. Additionally anticipated placement of student internships were reduced due to business partners continuing work virtually/remotely.

Action 1.10 Reduction of class size, hiring and retaining teachers- Estimated actual exceed budgeted expenditures due to higher than anticipated staffing costs, resulting from negotiated pay increases.

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

The actions implemented to support Goal 1 continue to demonstrate efficacy as demonstrated by the associated metrics. The majority of metrics held steady or improved despite the post pandemic impact on students, families and staff. The District is working closely with its Human Resources Department to review and refine hiring practices to support potential staffing shortages and/or staff turn-over post pandemic. Improvement in the number/percentage of students demonstrating civic engagement, biliteracy, and reduced D/F grades shows that the continued instructional focus on the 5 Cs (critical thinking, communication, collaboration, creativity, compassion) is effective.

Additionally, the gains made in Graduation rates 92.4%, A-G rates 55.9%, English learner score level of 4 on the ELPAC demonstrate academic progress and successes. Support structures such as access to devices and connectivity, systematic monitoring for English learners, dual enrollment and AIME experiences helped ensure students were successful in completing courses and meeting targets. AUHSD and college partners continue to monitor and focus on post-secondary enrollment and retention. AUHSD has a 31% admission rate to UCI, while the overall admission rates are at 21%. AUHSD students also have higher persistence rates 95-99% at UCI in comparison to the overall student population 86-88%. Continued implementation of district programs and initiatives focused on the Career Preparedness Systems Framework will have a significant impact on improving student achievement and the District's Differentiated Technical Assistance status. Career Technical Education (CTE) Pathways are offered across 12 officially recognized industries. World Language courses include eight languages and courses for heritage language speakers and Visual and Performing Arts (VAPA) programs align the junior high offerings to the high school offerings. Broad set of Dual Enrollment courses have been created and expanded for both during the school day and afterschool offerings.

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.

Action 1.2 Effective instruction- has embedded support for improved instruction and the District reorganized the work of these staff to focus on the development of the capstone program (performance task assessments, student portfolios, and capstone showcase) at every school site which will be in year two of implementation during the 2023-24 year.

Action 1.4 Technological resources- addresses the technological support needed for students and staff. The District will continue to provide one-to-one device program at all sites during the 2023-24 year.

Action 1.6 English learners- has embedded support for English learners including continuing with Elevation a learning management tool to support monitoring of EL student progress at every school site. These practice continue to be refined and improved.

Action 1.7 Instructional options- addresses the implementation of non-traditional options to address the multi-tiered academic needs of students in order to reach graduation and post-secondary goals. The District added on-line curriculum for first time credit for Independent Studies (IS) and has expanded the IS program to an additional school site for 2023-24. Courses for advancement are also being developed and vetted to provide students with academic options during summer expanded learning.

For the coming year areas of growth and next steps will include, identifying the professional learning needs of individual teachers; continue to refine and grow Performance Task Assessments and the Capstone Program, continue with Ethnic Studies Implementation and course development, and continue to expand Math Demonstration Labs to include more high school teacher participation. AUHSD will also work towards strengthening the connection between the students' interests and strengths to their six year plan, to course selection, and to the master schedule. AUHSD is building a strategic system that 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. 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 and leverages the master schedule process to ensure access for student groups to A-G, CTE, World Languages, VAPA and Dual Enrollment.

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.

An explanation of why the LEA has developed this goal.

This goal was developed because the District believes that together we can 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. This goal reflects the belief in nurturing everyone's potential and that an assets-based instructional approach focused on our community's strengths will improve outcomes for students, families, and schools.

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- 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 participants in workshops/meetings- 32,000 Total families served via food/care packages- 22,000
Promote parental participation in programs for	Parent Leadership Academy for SWD- 10 parents complete from each site	Parent participants in NOCE workshops- 0	Parent participants in NOCE workshops- 123		Parent participants in NOCE workshops- 75

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
individuals with exceptional needs		Parent participants in quarterly SYS presentations- 0	Parent participants in quarterly SYS presentation- Not available		Parent participants in quarterly SYS presentations- 100
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		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- 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- 6,500 LCAP Stakeholder engagement participation- 150

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, plurilingual, homeless youth, and foster youth, to engage	\$8,635,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
2.2	FACES support	Family and Community Engagement Specialists (FACES) and translators will provide language-appropriate support and programming to support English learners 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).	\$2,510,000.00	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).	\$0.00	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

Goal Analysis [2022-23]

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 the lens of equity to ensure families' needs are addressed. In 2022-23 year over 15,000 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. The District also continued with in-person educational partner engagement process for the LCAP with nearly 550 participants in one or more LCAP meeting and/or Focus Group meeting.

The District is fully committed to the community schools model to create schools where students, staff, families and community partners are engaged and work through collaborative leadership to expand student opportunities to address the needs of the whole child. The community schools journey in 2022-23 has included: educating, informing and engaging the schools/communities across AUHSD. Community schools affirmed current partners and the importance of maintaining relationships and the need to expand and form new partnerships. Community schools calibrated across AUHSD systems/structures centered on Career Preparedness Systems Framework (CPSF) and the whole child. The District also developed and convened the Community Schools Site Teams, whose site members consist of principal, teachers, parents, students, community partners, and site staff. This is in addition to the already existing Community Schools Steering Committee. A resolution was passed by the AUHSD Board of Trustees in March of 2022 supporting the District's commitment to the community schools model and the District's application to the California Community Schools Partnership Program (CCSPP).

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 expenditures were less than budgeted expenditures because of staff shortage and turnover.

Action 2.2 FACES support- Estimate actual expenditures exceeded budgeted expenditures due to higher than anticipated staffing costs due to negotiated salary increase.

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

The actions implemented to support Goal 2 continue to demonstrate efficacy as demonstrated by the associated metrics. The District is working closely with its Human Resources Department to review and refine hiring practices to support potential staffing shortages and/or staff turn-over post pandemic. Continued support of the FACES positions at sites and the additional Community Schools related staff facilitated

implementation of parent programming and community schools strategies/model approach to the whole child. Revamped curriculum and braiding of existing FACES support and Community Schools support provided parents and families with resources, trainings, and multiple opportunities to build relationships with AUHSD and PLEDGE partners. The majority of metrics held steady or improved through the District's commitment to provide as much support as possible to remove barriers for families to engage with their school(s). AUHSD has identified the following areas of strength: Family Resource Centers at 15 school sites and 4 Community Schools Resource Centers; services and programming implemented based on individual site needs and assets assessments, work is asset based, collaborative and interactive on-going Parent Learning Walks, Parent Leadership Academies and Family Education Series to create a culturally responsive environment that builds on the assets of the community and brings the focus back to teaching and learning. Members of the State Transformational Assistance Center (S-TAC) team have officially announced to the State Board of Education that the Anaheim Union High School District (AUHSD) will serve as a Deep Dive site through the California Community Schools Partnership Program (CCSPP). The district will serve as a model for Community Schools to further understand the California Community Schools Partnership Program implementation from a systems perspective and build a collective capacity to learn, improve and transform. The California Community Schools Partnership Program plans to collaborate with AUHSD and each level of the system to strengthen collective capacity, build improvement capacity, and engage Community Schools Fellows.

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.

Action 2.4 Community schools model- was added. The District was awarded funding from the California Community Schools Partnership Program (CCSPP) and expanded implementation to thirteen sites in 2022-23 and will expand to two additional sites in 2023-24. The District is fully committed to the Community schools model and believe this approach will support and guide teachers and all educational partners to foster thriving students, families, schools and communities through an equity lens.

Analysis of data collected demonstrates the need to more effectively analyze and publicly share out the various data points being collected. For leadership capacity/ engagement AUHSD will continue to build and expand on the opportunities for building leadership capacity for our families and engaging disengaged families.

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.

An explanation of why the LEA has developed this goal.

This goal was created because the District is committed to equity and justice. This goal addresses some of the underlying causes of student disengagement and lack of academic achievement, including behavioral and mental health. Additionally, this goal reflects the belief that modern facilities support improved outcomes for students.

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
Attendance rate	95.2% attendance rate (2019-20)	93.5% attendance rate (2021-22)	91% attendance rate (2022-23)		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- 8% SED- 8% EL- 10% SWD- 12% FY- 14%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle school dropout rate	.003% (2019-20)	.00003% (2020-21)	.00004% (2021-22)		Less than .5%
High School dropout rate	3.2% (C/O 2020)	2.9% (C/O 2021)	2.92% (C/O 2022)		2.5%
Suspension rate	District- 1.9% SED- 1.9% EL- 5% SWD- 3.4% FY- 7.9% Locally calculated for 2019-20	District- N/A SED- N/A EL- N/A SWD- N/A FY- N/A Not applicable for 2020-21 due to distance learning	District- 2.7% SED- 3.3% EL- 4.9% SWD- 5.2% FY- 11.7% 2021-22 (CA School Dashboard)		District- 1.9% 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)		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- 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- 2000 students
Sense of safety	LCAP Student Survey (2019-20)	LCAP Student Survey- (2021-22)	LCAP Student Survey- (2022-23)		LCAP Student Survey (2019-20) 70% state they feel safe while at school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	54% state they feel safe while at school	59% state they feel safe while at school	52.4% state they feel safe while at school		
Sense of school connectedness	LCAP Student Survey- (2020-21) 57% state they feel connected to their school 73% state they have an adult they can approach	LCAP Student Survey- (2021-22) 58% state they feel connected to their school 56% state they have an adult they can approach	LCAP Student Survey- (2022-23) 50.4% state they feel connected to their school 50.9% state they have an adult they can approach		LCAP Student Survey- 65% state they feel connected to their school 85% state they have an adult they can approach

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 issues to ensure English learner, foster youth, low-income and students with disabilities are supported to achieve at the highest rates possible.	\$8,200,000.00	Yes
3.2	Mental and physical health	Staff will implement programs and systems to support the mental, physical, behavioral and emotional health of students, with an emphasis English learners, foster youth, and low-income students to reduce student suspensions, improve student learning, and promote well-being. The District will: 1) continue to support implementation of MTSS, 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	\$14,695,735.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 English learners, foster youth, and low-income 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, 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.	\$4,160,000.00	Yes
3.4	Upgrade facilities	Upgrade facilities and address maintenance needs to provide safe and healthy learning environments for all students.	\$39,500,000.00	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,	\$365,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

Goal Analysis [2022-23]

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 hired additional counselors, social workers and psychologists, on temporary and permanent contracts utilizing concentration grant funds for two years. The District will work on maintaining positions for the 2023-24 year. Additionally, this goal reflects the Districts' intention to use federal stimulus dollars to improve indoor air quality and expand learning spaces. These projects are currently in progress and will continue during the 2023-24 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- Estimated actual expenditures are less than budgeted expenditures due to lower than expected staffing costs due to staffing shortage and/or turnover.

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.

Action 3.3 Counseling support- Estimated actual expenditures exceeded budgeted expenditures because of higher than anticipated staffing costs due to increase in negotiated salaries.

Action 3.4 Upgrade facilities- Estimated actual expenditures are less than budgeted expenditures because federal funds were allocated to improve indoor air quality and these projects are in progress and scheduled to continue during the 2023-24 year.

Action 3.5 Foster youth support- Estimated actual expenditures exceeded the budgeted expenditures because of higher than anticipated transportation costs for foster youth students.

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

The actions implemented to support this goal continue to demonstrate efficacy as demonstrated by the associated metrics. The District is working closely with its Human Resources Department to review and refine hiring practices to support potential staffing shortages and/or staff turn-over post pandemic. Coordination of mental health supports across a variety of staff roles (counselors, psychologists, social workers) lead to improved responses for meeting the needs of the whole child. The AUHSD LCAP Student Survey (approximately 50% student participation rate), demonstrated that 71.4% of all students reported their school provides them the resources needed to learn while in school. Additionally, 73% of student responses show that they have access to a school counselor, and 73.7% shared that their teachers include activities and lesson which incorporate the 5 Cs. Survey results also indicate that 72.3% of students feel that their school has made a significant effort to keep them informed about important issues and events to participate in. According to the Journal of School Psychology (November 2016), school climate shares an important relation with chronic absence among adolescent students attending urban schools. The Anaheim Union High School District Student Support Services believes that students who feel connected, safe, and have a sense of belonging will have a more positive school experience and increase their chances of attending school regularly. Implementation of Saturday academy helped recoup attendance, but also provided an opportunity for students to improve academically and develop a sense of school connectedness. Providing adequate mental health, social-emotion, and behavioral supports helped improve positive climates and safety. The majority of metrics held steady and those that declined are being addressed strategically to support all students, with an emphasis on low-income, English learners, and foster youth.

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.

No substantive changes were made to this goal. Support for student mental health continues to be a high priority for the District's educational partners. Efforts to improve school climate will include: Student Ambassador leads RSVP (Raising Student Voice and Participation); Civic Engagement to encourage student voice and purpose; First Best Instruction—Knowing students by name and need/ Engaging instruction; Capturing Kids' Hearts district-wide implementation, and Restorative Practices.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$98,954,363	\$6,019,587

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
30.95%	2.03%	\$6,217,027.00	32.98%

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

Required Descriptions

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

Goal 1- Action 1-

After assessing the needs, conditions, and circumstances of our low income, English learner, and foster youth students, we identified a gap in outcomes for graduation rates for foster youth and English learners. The graduation rate for foster youth was at the Low status level and at the Medium status level for English learners as measured by the California School Dashboard. Although the graduation rate for low-income students was at a High status level the District continues to closely monitor their academic progress. In terms of A-G completion the District rate was 55.9%, the rate for low-income students was 51.5%, 27.7% for English learners and 24.2% for foster youth students, which indicates a gap in outcomes for our unduplicated student groups.

The District will implement evidence based professional learning which incorporates Universal design for learning, CAST (2011), effective differentiation, and instructional strategies identified by the English learner and foster youth task forces. These District task forces have developed these instructional recommendations based on research and established best practices for serving our unduplicated student groups. Additionally, the professional learning plan includes social emotional learning, mindfulness, and self-care. This action is aimed at

improving metrics focusing on graduation rate, A-G completion, 5 C implementation, civic engagement, capstone program, and college readiness.

Aligned with and drawing from Universal Design for Learning, AUHSD educators will welcome, embrace, and enrich their lesson design, implementation and assessment with all the language varieties within this social and arbitrary construct called: English (Bordieu, 1999; Flore & Garcia, 2017). Additionally, the District believes that professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and who create sustainable systems of support. District leaders have facilitated the Blueprints for Effective Leadership and Instruction for our English Learners' Future (B.E.L.I.E.F) to all administrators and 5Cs Coaches in order to support sites with implementation of integrated and designated ELD. The modules include current ELD research; opportunities to deepen understanding of integrated and designated ELD; activities to analyze, reflect upon, and refine our EL programs. Module 0: Laying the Foundation (Introduction – ELD Foundations) and Module 1: Framing the Context for Instruction (Integrated and Designated ELD) were the focus for district wide professional learning implemented for all teachers by the 5Cs Coaches and site PD teams.

The District is committed to developing and implementing a district-wide professional learning plan to support foster youth (i.e., Trauma Responsive Strategies, Relationship Framework Strategies). Intentional lesson design and strategies that support foster youth students' will include: providing a welcoming and supportive environment, reviewing and becoming familiar with students' educational records to get a sense of their educational needs and strengths, being flexible with homework and due dates, developing rapport to know their name, need, and story, listen with empathy, and de-escalation strategies.

This action is being provided districtwide and expected to benefit all students, however, the targeted professional learning to address the achievement gaps of low-income, English learners, and foster youth will improve the graduation rates for these student groups more significantly than all other student groups. The effectiveness of this action will be measured and monitored through analysis of graduation and A-G rates and trends, based on California Schools Dashboard data and LEA web reports.

Goal 1- Action 2-

After assessing the needs, conditions, and circumstances of our low income, English learner, and foster youth students, we identified a gap in outcomes for D/F rates and achievement on state assessments. The D/F rate for Fall 2022 indicated that low-income students had a D/F rate of 18%, 23% for English learners, and 38% for foster youth. Additionally, in terms of State assessments, English learners and foster youth students fell in the Very Low status level in Mathematics, and low-income students fell in the Low status level, as measured by the California School Dashboard. For English Language Arts metrics English learners and foster youth students fell in the Very Low status level, and low-income students fell in the Low status level demonstrating a gap in outcomes in achievement in State assessments.

A dedicated mathematics curriculum specialist began during the 2022-23 year with a responsibility to help improve mathematics instruction. New instructional materials for mathematics were adopted for implementation during the 2021-22 year. The appropriateness of these

materials for English learners was of significant importance to the selection committee. Lead mathematics teachers will continue to collaborate with the curriculum specialist and District administrators to address mathematics instruction and achievement. New courses were added to the high school mathematics course sequence, providing additional options for students to complete their required third year. These actions are targeted at instructional practices, course structures and professional development that will impact the disparity in D and F grades and achievement for these student groups.

Throughout the 2022-23 school year, lead mathematics teachers have met with the curriculum specialist biweekly to discuss professional development offerings and how to evolve professional learning experiences to support teachers in supporting students. This work has led to the refinement of the math lab structure, with an expectation for continued evolution of the structure to meet the changing needs of the teachers participating in the professional learning. This has also led to increased recruitment efforts for professional learning including a monthly newsletter to all mathematics teachers, educational specialists who serve in mathematics classrooms, instructional coaches, counselors, and administrators, establishing systems for following up with those who register for professional learning, and developing after school workshops for teachers based on feedback from other professional learning. After school workshops included intentional focus on equitable grading practices, leveraging technology to create student centered instruction, and classroom routines and activities specific to mathematics instruction that increases student engagement in the standards for mathematical practice, student discourse, and developing soft skills such as the 5 Cs.

The introduction of two new courses for the 2022-23 school year increased student options for mathematics at eight high schools and through the eLearning program. Nearly 900 senior students engaged in a fourth year of mathematics through the Financial Algebra courses at eight high schools and via the eLearning program. The Introduction to Data Science course was piloted at three high schools, with just over sixty students in the eleventh and twelfth grades engaging in the course. The three pilot teachers and curriculum specialist engaged in nine full day professional development workshops centered on how to create student centered classrooms, supporting plurilingual students and students with disabilities, and how to help students engage in the standards for mathematical practices via the data cycle. For the 2023-24 school year, two more high schools will be offering the Introduction to Data Science course. For the 2023-24 school year, an additional course will be introduced at the high school level for a fourth year of mathematics. The course will blend statistics with data analytics and will provide students with the opportunity to earn a Google certificate that qualifies them to apply for entry level positions.

The District has implemented the Capstone program district-wide. At each grade level, AUHSD students develop and maintain a capstone portfolio consisting of evidence representing key areas of the curriculum and a profile of their accomplishments that can be communicated to teachers, community members, colleges, and employers. The portfolio serves as evidence that the students have met core competencies for college and career readiness and have also prepared to meet personal goals for future levels of learning.

The Capstone program supports the development of skills and dispositions that colleges and employers recognize as important, such as resilience, perseverance, and an academic growth mindset, through performance task assessments that require students to learn to work with others, to solve problems industriously, and to overcome obstacles as necessary. The performance assessment takes into account the

necessary support for all student groups (including low-income, English learners, foster youth, and McKinney-Vento students) so that they can demonstrate what they know and are able to do. These kinds of tasks are embedded into teachers' curriculum on a regular basis and are reflected upon by students as part of the Capstone process. According to Guha, Darling-Hammond, Taylor, and Curtis, in *The Promise of Performance Assessments*, "Performance assessments in education range from essays and open-ended problems...to classroom-based projects that let students demonstrate skills such as research, collaboration, critical thinking, technology application, and written and oral communication. These assessments may be highly individualized, or they can be designed, like a driver's test, as a structured task with common elements that are used across classrooms and reliably scored with common rubrics." AUHSD performance task assessments are designed to assess student growth in Voice, 21st Century Skills (5 Cs), and Technical Skills, within all subject areas, requiring students to demonstrate their understanding of content knowledge.

The program culminates for students when they share and explain their work to a panel of teachers and community members. This experience includes time for students to respond to questions about their learning, their experiences, and their goals. The Capstone helps the District make good on its promise to students: The promise to provide thoughtful, relevant, engaging experiences reflected in the Career Preparedness Systems Framework and the AUHSD Educational Pledge that prepare students for meaningful, purposeful lives. School leadership (Department coaches, Site Leadership Team members, Administrators, Community School leads, and the 5 Cs coach) will support the development, implementation, and review process; additional support will be provided by AUHSD Education Division. The effectiveness of this action will be measured and monitored through State assessment metrics reported on the California Schools Dashboard data, LEA web reports and local student profile data on Ekadence (District LMS).

Goal 1- Action 4-

After assessing the needs, conditions, and circumstances of our low income students, we learned that during and post Covid-19 Pandemic there were inequities in access to devices and internet connectivity.

Educational Information Technology staff will support access and training for student devices, applications and internet connectivity to ensure low-income students can fully engage in their education, access digital resources and develop post-secondary skills. The District will continue with the one-to-one devices implementation that began in the 2022-23 year. This action will put devices and internet in the hands of students who otherwise would not have this access. Teacher leads will support professional learning at school sites for staff to implement applications to improve student learning outcomes.

Goal 1- Action 5-

After assessing the needs, conditions, and circumstances of our low income, English learner, and foster youth students, we identified a gap in outcomes for graduation rate and A-G completion. The graduation rate for foster youth was at the Low level status and at the Medium level status for English learners as measured by the California School Dashboard. Although the graduation rate for low-income students was at a High status level the District continues to closely monitor their academic progress. In terms of A-G completion the District rate was 55.9%,

the rate for low-income students was 51.5%, 27.7% for English learners and 24.2% for foster youth students, which indicates a gap in outcomes for our unduplicated student groups.

The full-time VAPA coordinator, newly appointed 21st Century Career Readiness Coordinator, newly hired Plurilingual curriculum specialist, newly hired Math curriculum specialist, newly hired Ethnic Studies curriculum specialist, the director for Career Preparedness, along with counseling staff, will ensure student access and enrollment in a broad course of study. Student engagement is increased for all students with access to a broad course of study and with staff targeting the increased enrollment of unduplicated groups, there should be growth in these metrics surpassing the overall student population. Additional and/or retention of staffing to support course offerings will be implemented as needed.

The District offerings include: Career Technical Education (CTE) Pathways offered across twelve officially recognized industries, World Language courses include eight languages and courses for heritage language speakers, Visual and Performing Arts (VAPA) programs align with the junior high offerings to the high school offerings. Broad set of Dual Enrollment courses have been created and expanded for both during the school day and afterschool offerings. The District will strengthen the connection between low-income, English learner, and foster youth student interests and strengths to their six year plan, to course selection, and to the master schedule. 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.

Goal 1- Action 6- This action targets specifically the needs of English learners and provides additional resources for this group of students compared to services for all students. This includes District EL taskforce recommendations for implementation across the District. EL site teams at each school will implement and monitor these recommendations. 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. The graduation rate for foster youth was at the Low level status and at the Medium level status for English learners as measured by the California School Dashboard. Although the graduation rate for low-income students was at a High status level the District continues to closely monitor their academic progress. In terms of A-G completion the District rate was 55.9%, the rate for low-income students was 51.5%, 27.7% for English learners and 24.2% for foster youth students, which indicates a gap in outcomes for our unduplicated student groups.

To address these conditions, a District EL task force developed recommendations for implementation across the District. EL site teams at each school implement and monitor these recommendations. Designated ELD courses will maintain low class sizes to ensure teachers and instructional aides can adequately address the needs of these students. EL success monitoring practices will be implemented at every site. With over 5,000 English learners in the District a monitoring system was developed that would equitably provide services based on the number of English learners at each site. The District's Plurilingual Department had each site team divide their number of English learners evenly amongst the school site's Success Monitors, who are composed of teachers at the school. Each Success Monitor receives a subscription of their English learner students, which includes their English learner student's grades on a weekly basis and more. The Success Monitors document all monitoring efforts on Aeries. EL Success Monitoring is a game changer for our English learners. An unexpected benefit of the EL Success Monitoring is an increased number of EL advocates at each site. Where the EL advocates were

generally considered the ELD teacher, administrators and counselors, now teachers in various content areas are advocating for our English learners and are a part of the site EL task force. These practices continue to be refined and improved as 2023-24 will be the third year of implementation. The District has added a new learning management platform specifically utilized for English learner monitoring.

The District has also expanded language development opportunities through the summer language academy, Saturday language academy (winner of the 2022-23 CSBA Golden Bell), before/after school and Saturday language programs at various sites to support the academic needs of English learners. The District is also focused on Newcomer/Immigrant (students who have been in the U.S. for 1 or 2 years) progress. A Newcomer English learner enrolled in a task force continues to meet on a regular basis to discuss support services for newcomer students/families. Newcomer learning plans are developed to ensure newcomer success. Partnerships with community agencies to provide wrap-around services continue to expand alongside our Community Schools model.

BELIEF Modules professional learning for all teachers and administrators to build capacity to increase Plurilingual/English learner achievement is an on-going action. The District will also continue its work around EL Shadowing, EL Toolkits, Project LEARN and increasing teacher capacity to decrease the opportunity gap and increase the access and success of English learners. Since the California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy), the Anaheim Union High School district has integrated the four principles into its professional learning, practices, and systems. AUSD firmly believes the success of the district's English learners is the shared responsibility of all educators. Additionally, the 5Cs Coaches reviewed the EL Roadmap during their monthly professional learning workshops and continue to build on their understanding of the recommended instructional practices outlined in the EL Roadmap Toolkits.

Interventions for ELs include but are not limited to: Saturday Academy, Saturday Language Academy, Summer Language Academy, Lunch or after school intervention, Extended learning time, Peer tutor, Primary language support, Instructional aide support, Parent conference, EMT, Counselor, Rosetta Stone License, Credit recovery, Social worker, Community School Teacher Lead, Newcomer Learning Plan (NLP), Double blocked ELD/ELA, and Dual Language Immersion Placement for Newcomers. In order to measure the effectiveness of this action State assessment data, reclassification rates, ELPAC scores, Seal of Biliteracy, and local data will be used (EL monitoring, D/F rates).

Goal 1- Action 7-

After assessing the needs, conditions, and circumstances of low income, English learner, foster youth students, we learned that there is a difference in outcomes for graduation rate, A-G completion, D/F rates and college preparedness. The graduation rate for foster youth was at the Low level status and at the Medium level status for English learners as measured by the California School Dashboard. Although the graduation rate for low-income students was at a High status level the District continues to closely monitor their academic progress. In terms of A-G completion the District rate was 55.9%, the rate for low-income students was 51.5%, 27.7% for English learners and 24.2% for foster youth students, which indicates a gap in outcomes for our unduplicated student groups. The D/F rate for Fall 2022 indicated that low-income students had a D/F rate of 18%, 23% for English learners, and 38% for foster youth.

We will provide numerous instructional options for students. While these options are available to all students, unduplicated student groups are prioritized for placement. We understand that comprehensive sites are not a fit for every student. The foster youth task force recommendations state that, 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. Additionally, we will prioritize credit recovery opportunities for foster youth students at all grade level and provide academic support for foster youth via after-school tutoring and Saturday Academy. The District will also expand access and enrollment for foster youth students in CTE Pathways. The foster youth task force recommendations are supported and influence by the Foster Youth Education Toolkit.

Through the English learner task force the District monitors implementation of the recommendations, which include site level coordination of parent conferences in the 7-8th grade to review ELPAC bands, supports available at site for English learner 6-year academic plans, individual English learner parent conferences in 9th and 10th grade for students who are below 2.0 academic GPA. Additionally, English learner site team review English learner student transcripts annually. JHS to HS transition meeting with English learner site teams to ensure appropriate placement. The District provides targeted Saturday Academy, after school seminars/tutoring/activities, and summer bridge programs for English learners. As well as EL summer options for 7th and 8th grade students. The District has also expanded access and enrollment in Spanish for Spanish speakers courses to build bi-literacy skills for English learner students.

Additionally, credit recovery options will be expanded and improved to ensure English learner, low income, and foster youth students make progress toward graduation and post-secondary readiness. This expanded access is critical for these groups because they are more likely to encounter barriers to accessing interventions and English learners in particular benefit from credit recovery targeting their unique needs. This action is aimed at improving metrics focusing on graduation rate, A-G completion, and reduced D/F rates.

Goal 1- Action 9-

After assessing the needs, conditions, and circumstances of low income, English learner, foster youth students, we learned that there is a difference in outcomes for A-G completion, college preparedness, and CTE completion. In terms of A-G completion the District rate was 55.9%, the rate for low-income students was 51.5%, 27.7% for English learners and 24.2% for foster youth students, which indicates a gap in outcomes for our unduplicated student groups.

AIME staff will expand mentoring opportunities for all students and in the process refine recruitment strategies to ensure low income, English learner, and foster youth students access these opportunities at proportionate rates. Counselors will continue to assist with implementation of the Anaheim Union Educational Pledge and ensure students have support in becoming eligible for college and accessing post-secondary options. Implementation of a district-wide 6 year plan through Aeries and eKadence that ties in the student strengths assessment in Thrively will help first time college attendees, many of our low income and English learners, acquire the necessary college knowledge to successfully transition. This action is aimed at improving metrics focusing on college and career readiness, post-secondary enrollment, implementation of

the 5 Cs, and dual enrollment completion. All unduplicated students experiencing a lack of success are recommended to the EMT process. District and site level staff utilize data infrastructure to regularly measure (at least quarterly) low-income, English learner, and foster youth enrollment in education programs, modifying practices and procedures as necessary to ensure increased outcomes.

Goal 2- Action 1-

After assessing the needs, conditions, and circumstances of low income, English learner and foster youth students, we learned that nearly 10% of families lack understanding of the graduation requirements and 20% lack understanding of the benefits of the Anaheim Union Educational Pledge.

To address these conditions, District staff will update and improve mass messaging platforms, district and school websites, and social media usage. Promotional materials for the Pledge will also be updated and improved, including translation in different languages to ensure families are adequately informed. Availability of these materials in a variety of formats and languages addressed the unique needs of these parents and their students.

AUHSD provides parents and the community with a myriad of different opportunities to learn and become involved in the school. AUHSD has found innovative ways to create infrastructures, have additional resources, and even hire personnel to offer parent leadership classes and family engagement activities for all families. An initiative that according to Mapp and Molnar has been found to be true for very few districts in the United States (as cited in Santana, Rothstein, & Bain, 2016). The prime example of an intentional infrastructure within AUHSD is the Language Assessment Center, which is the hub and primary stop for any English learner student and the basic services of interpretation and translation. Additionally, regular outreach and communication is key and also happens to be another principle in building a positive school-family relationship (Blackstein et al., 2011). At AUHSD, we have several avenues to communicate with families. The main one and most consistent avenue of communication is done on a weekly basis — most often over the weekend — known as the weekly call, usually done by the Family and Community Engagement Specialist (FACES) or an administrator. This is usually sent as a text message, phone call, and/or email. In addition to that, there are also other communications that may go out throughout the week to promote an event, meeting, or important update.

The District will also continue to promote parent empowerment opportunities and activities such as: Ready, Set, Go parent workshop, Parent Learning Walks, Parent Leadership Academies (English, Spanish, Vietnamese, and Korean), mindfulness training and multiple parent learning opportunities such as workshops, conferences with a focus on socio-emotional and mental health, with a targeted approach to involve more parents of low-income, English learners, and foster youth students. The monthly Coffee with Administrators allows parents to gain a better understanding of the academic curriculum and receive current information on initiatives and goals of the school. This event allows parents to be able to ask specific questions and receive a direct response from an administrator or counselor in attendance.

The Reflective Learning Walks for parents, or more commonly known as Parent Learning Walks, provide intentional formative assessments and opportunities for parents to increase their understanding of the content and language objectives being taught in the classroom. Emphasis

is on performance and task assessments that demonstrate acquisition of college and career skills. This event allows for parents and anyone from the community who registers to visit our classrooms to discuss their observations using a neutral and evidenced-based language. Most importantly, parents learn about methods and tools they can use to better assist their students at home by observing the student-teacher interactions during their visit.

the Parent Leadership Academy (PLA) is a series of parent-to-parent sessions in collaboration with the Family and Community Engagement Specialist (FACES) that has two cohorts. In the first cohort (known as PLA 1) parents are informed about the education systems in California, responsibilities and expectations to establish support at home, educational technology tools, and college admissions criteria. In the second cohort (PLA 2) the focus is culture & identity, social and emotional factors that affect students, Dr. Conley's Four Keys, and Growth Mindset. After completing the sessions our parents are celebrated with a graduation ceremony and are asked to invite new parents to do PLA 1 or PLA 2. These sessions, depending on the site, are provided in the native language of the attendees. At this point PLA sessions at AUHSD have been presented in English, Korean, Spanish, and Vietnamese. The efforts of accessibility extend beyond the language as these sessions are presented in the morning and/or afternoon, depending on the needs or requests from the community. Targeted efforts are made by school site staff such as FACES and Community School staff to increase participation of low-income, English learner, and foster youth parents and families.

Goal 2- Action 2-

After assessing the needs, conditions, and circumstances of low income and English learner students and their families, we learned that nearly 30% of families need support with food, housing assistance, mental health, and other basic needs.

To address these conditions, FACES, and Community Schools staff will coordinate family and community engagement events to address these needs. These staff will serve as direct contact for families in need, including homeless families, to ensure students and families have access to resources and are referred to appropriate services. AUHSD families served via food/care packages exceeded 12,000 during the 2022-23 year. Through the Community Schools model AUHSD will continue to provide intentional and targeted services based on local needs and assets. The district is the process of developing a community partner hub and implement a streamlined process to onboard new community partners. Additionally, Community schools site teams will work in collaboration with already established site teams i.e. Site Leadership Team (SLT), School Site Council (SSC), English Learner Advisory Committee (ELAC), College and Career Access Team (CCAT), etc. to create cohesion and alignment with District initiatives and family and community engagement efforts. The district will continue to capture data to monitor and measure this action through perception data such as the LCAP survey, needs and assets survey, community circles, and community mapping data.

Goal 3- Action 1-

After assessing the needs, conditions, and circumstances of low income, English learner, and foster youth students, we learned that there is a difference in outcomes for chronic absenteeism and suspension rates. The chronic absenteeism rate for unduplicated student groups was at the Very High status level, mirroring the State's chronic absenteeism status level as depicted on the California School Dashboard.

Suspension rates for foster youth fell in the Very High status level and Medium status level for English learners. Low income student suspensions were at the Low status level based on the California School Dashboard data.

According to the Journal of School Psychology (November 2016), school climate shares an important relation with chronic absence among adolescent students attending urban schools. The Anaheim Union High School District Student Support Services believes that students who feel connected, safe, and have a sense of belonging will have a more positive school experience and increase their chances of attending school regularly. To address these conditions the District convened an Attendance Task Force and site-level attendance teams. The District's Attendance Task Force has developed recommendations that are implemented and monitored by site level attendance teams. Additionally, a program administrator for attendance works to strengthen the attendance systems and interventions for all students. Improvements will be implemented district wide with additional supports for unduplicated student groups. These supports include targeted Saturday academy and outreach efforts for low-income, English learners, and foster youth students. Site administrators will monitor chronic absenteeism for unduplicated student groups through site teams focused on improving outcomes for low income, English learner, and foster youth students. The Attendance Task Force recommendations include the need to explore Alternative to Suspension (site based), Administrators at the sites will schedule SART meetings with caregivers and students, establish and define attendance expectations, establish communication protocol to identify student, including supports, ensure testing schedule captures attendance- 95% participation, create attendance challenges during testing. Task force recommended teacher responsibilities include utilizing Late Start time to call students' home, develop a standard "script"/protocols when students come back to their class after having been absent, and reinforce positive behavior of good attendance. The Attendance Task Force also developed recommended Home visit protocol and resources, which were provided to every school site.

The District's Student Support Services will work with site administrators, attendance staff, outreach staff and family and community engagement staff to proactively support improved attendance. The District promotes student learning and increasing student attendance through; providing meaningful educational engagement opportunities for all parents and families to advocate for all students; Having FACES, community school staff and translators to 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; and providing and nurturing a safe, reflective, responsive, and positive school culture. The District is promoting positive attendance incentives at each site, such as Monthly Perfect Attendance recognition and certificates, monitoring student attendance regularly and having monthly EMT meetings, and increasing messaging regarding the importance of student attendance is an ongoing priority.

To address the suspension rates the District will continue to implement programs and systems to support the mental, physical, behavioral and emotional health of all students, with an even greater emphasis on unduplicated students. The District's efforts in reducing student suspensions revolve around improving student learning, and promoting well-being. 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 OC Human Relations to provide Restorative Justice Specialists to support our schools. These programs help promote skill development, self-managing classrooms, decrease discipline issues, focus on building community and fostering respect, resolving conflict, and pursuing equality. AUHSD also has Positive Behavior Intervention Supports (PBIS) at each school, a focus on Multi-Tiered Systems of

Support (MTSS), and fully implemented school safety teams. District and site level staff will utilize data local data and California Dashboard data to measure and monitor student absenteeism and suspension rates.

Goal 3- Action 2-

After assessing the needs, conditions, and circumstances of our low income, English learner, and foster youth students, we learned that there is a difference in outcomes for graduation rate, and A-G completion. The graduation rate for foster youth was at the Low level status and at the Medium level status for English learners as measured by the California School Dashboard. Although the graduation rate for low-income students was at a High status level the District continues to closely monitor their academic progress. In terms of A-G completion the District rate was 55.9%, the rate for low-income students was 51.5%, 27.7% for English learners and 24.2% for foster youth students, which indicates a gap in outcomes for our unduplicated student groups. There is also a disparity in ability to access counseling and mental health services.

The District will use a tiered approach to supporting social and emotional well-being. All students will be supported through promoting well-being. This includes mindfulness practices incorporated into classrooms, classroom presentations by counselors and social workers. As part of an ongoing effort to be proactive, AUHSD continues to implement Heads Up Check Up, which allows our mental health professionals to identify and assess students that are potentially in crisis. This is a mental health screening tool will be used with all 7th and 9th grade students. As a result, a total of 4727 students were screened over the past 2 years.

Instructional staff, including teachers and aides will be trained to identify certain needs and make referrals to targeted site staff. Counselors, social workers, and psychologists will assist students experiencing mild issues with practices including group meetings, short-term counseling and referral to services. This level of support is critical for low income students who lack the resources to access their services on their own.

To support students' mental health and wellness the District has assigned social workers to every school site. The social workers also provide support and professional development related to Mental Health/Mental Wellness to staff, students, and families. Additionally, the district has three clinical social worker District Leads to further support schools. AUHSD takes a tiered approach to support students' socio-emotional well being. A small group of students will be supported with direct intervention for behavioral problems or mental illness. Counselors, social workers and psychologists, both temporary and permanent, are being retained to support these needs. This action is aimed at improving metrics focusing on students receiving direct services, student knowledge of mental health resources, and a sense of school connectedness and safety.

Goal 3- Action 3-

After assessing the needs, conditions, and circumstances of our low income, English learner, and foster youth students, we learned that there is a difference in outcomes for graduation rate, and A-G completion. The graduation rate for foster youth was at the Low level status

and at the Medium level status for English learners as measured by the California School Dashboard. Although the graduation rate for low-income students was at a High status level the District continues to closely monitor their academic progress. In terms of A-G completion the District rate was 55.9%, the rate for low-income students was 51.5%, 27.7% for English learners and 24.2% for foster youth students, which indicates a gap in outcomes for our unduplicated student groups. There is also a disparity in ability to access counseling and mental health services.

Counselors, social workers and psychologists, both temporary and permanent, will be retained to support these needs. The placement of these staff will focus on high needs schools, including alternative and continuation sites. Additionally, they will ensure intervention and monitoring of English learner and foster youth task force procedures and recommendations, which are designed to improve outcomes for unduplicated student groups.

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

Actions included within Goal 3, Action 5 specifically support the needs of foster youth. These improved services include District taskforce recommendations for this group of students such as providing workshops for caregivers, facilitating intake meetings, and regular follow-up by a social worker, counselor and administrator. The foster youth task force recommendation include the following:

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: Provide welcoming and supportive environment; Review and become familiar with students' educational records to get a sense of their educational needs and strengths; Be flexible with homework and due dates; Develop rapport to know their name, need, and story; Listen with empathy; 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.

Actions included within Goal 3, Action 5 specifically support the needs of foster youth. These increased services include additional academic supports, transportation support and assignment to a District social worker.

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	1 staff per 50.3 students	1 staff per 25.7 students
Staff-to-student ratio of certificated staff providing direct services to students	1 staff per 25.6 students	1 staff per 21.3 students

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$113,088,800.00	\$19,270,500.00	\$620,000.00	\$45,879,735.00	\$178,859,035.00	\$116,623,535.00	\$62,235,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional learning plan	English Learners Foster Youth Low Income	\$17,150,000.00	\$220,000.00		\$1,500,000.00	\$18,870,000.00
1	1.2	Effective instruction	English Learners Foster Youth Low Income	\$6,450,000.00			\$1,504,000.00	\$7,954,000.00
1	1.3	Instructional materials	All	\$6,000,000.00	\$2,000,000.00			\$8,000,000.00
1	1.4	Technological resources	Low Income	\$7,750,800.00				\$7,750,800.00
1	1.5	Broad course of study	English Learners Foster Youth Low Income	\$29,000,000.00		\$520,000.00		\$29,520,000.00
1	1.6	English learners	English Learners	\$5,640,000.00			\$1,630,000.00	\$7,270,000.00
1	1.7	Instructional options	English Learners Foster Youth Low Income	\$6,897,500.00			\$200,000.00	\$7,097,500.00
1	1.8	Students with disabilities	Students with Disabilities	\$1,080,000.00				\$1,080,000.00
1	1.9	Post-secondary readiness	English Learners Foster Youth Low Income	\$1,500,000.00	\$250,500.00	\$100,000.00		\$1,850,500.00
1	1.10	Reduction of class size, hiring and retaining teachers	All		\$7,200,000.00			\$7,200,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Increase parent engagement	Low Income	\$8,550,000.00			\$85,000.00	\$8,635,000.00
2	2.2	FACES support	English Learners Foster Youth Low Income	\$810,000.00			\$1,700,000.00	\$2,510,000.00
2	2.3	Parents of SWD	Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.4	Community Schools model	All	\$0.00	\$4,200,000.00	\$0.00	\$0.00	\$4,200,000.00
3	3.1	Improve attendance	English Learners Foster Youth Low Income	\$8,200,000.00				\$8,200,000.00
3	3.2	Mental and physical health	English Learners Foster Youth Low Income	\$9,035,000.00	\$5,400,000.00		\$260,735.00	\$14,695,735.00
3	3.3	Counseling support	English Learners Foster Youth Low Income	\$4,160,000.00				\$4,160,000.00
3	3.4	Upgrade facilities	All	\$500,000.00			\$39,000,000.00	\$39,500,000.00
3	3.5	Foster youth support	Foster Youth	\$365,500.00				\$365,500.00

2023-24 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
\$319,723,467	\$98,954,363	30.95%	2.03%	32.98%	\$105,508,800.00	0.00%	33.00 %	Total:	\$105,508,800.00
								LEA-wide Total:	\$105,143,300.00
								Limited Total:	\$365,500.00
								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 (%)
1	1.1	Professional learning plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,150,000.00	
1	1.2	Effective instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,450,000.00	
1	1.4	Technological resources	Yes	LEA-wide	Low Income	All Schools	\$7,750,800.00	
1	1.5	Broad course of study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,000,000.00	
1	1.6	English learners	Yes	LEA-wide	English Learners	All Schools	\$5,640,000.00	
1	1.7	Instructional options	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,897,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Post-secondary readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500,000.00	
2	2.1	Increase parent engagement	Yes	LEA-wide	Low Income	All Schools	\$8,550,000.00	
2	2.2	FACES support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$810,000.00	
3	3.1	Improve attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,200,000.00	
3	3.2	Mental and physical health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,035,000.00	
3	3.3	Counseling support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,160,000.00	
3	3.5	Foster youth support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$365,500.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$175,466,007.00	\$127,154,658.00

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	1.1	Professional learning plan	Yes	\$11,795,000.00	\$17,916,021
1	1.2	Effective instruction	Yes	\$7,775,000.00	\$7,782,605
1	1.3	Instructional materials	No	\$8,000,000.00	\$2,132,300
1	1.4	Technological resources	Yes	\$7,050,000.00	\$7,556,271
1	1.5	Broad course of study	Yes	\$27,155,000.00	\$26,668,731
1	1.6	English learners	Yes	\$6,913,000.00	\$6,720,344
1	1.7	Instructional options	Yes	\$6,587,500.00	\$6,566,133
1	1.8	Students with disabilities	No	\$1,000,000.00	\$1,045,051
1	1.9	Post-secondary readiness	Yes	\$3,213,000.00	\$1,933,109
1	1.10	Reduction of class size, hiring and retaining teachers	No	\$11,173,000.00	\$12,182,210

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)
2	2.1	Increase parent engagement	Yes	\$8,903,000.00	\$6,395,971
2	2.2	FACE support	Yes	\$2,333,000.00	\$2,863,649
2	2.3	Parents of SWD	No	\$0.00	\$0.00
2	2.4	Community Schools model	No	\$0.00	\$0.00
3	3.1	Improve attendance	Yes	\$7,337,507.00	\$4,538,091
3	3.2	Mental and physical health	Yes	\$15,936,000.00	\$11,709,894
3	3.3	Counseling support	Yes	\$3,498,000.00	\$3,773,826
3	3.4	Upgrade facilities	No	\$46,522,000.00	\$7,006,000
3	3.5	Foster youth support	Yes	\$275,000.00	\$364,452

2022-23 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)
\$95,468,538	\$91,759,007.00	\$89,251,511.00	\$2,507,496.00	0.00%	0.00%	0.00%

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)
1	1.1	Professional learning plan	Yes	\$10,190,000.00	\$15,729,834.00		
1	1.2	Effective instruction	Yes	\$6,375,000.00	\$6,022,626.00		
1	1.4	Technological resources	Yes	\$7,050,000.00	\$7,556,271.00		
1	1.5	Broad course of study	Yes	\$27,155,000.00	\$26,645,746.00		
1	1.6	English learners	Yes	\$5,633,000.00	\$5,583,491.00		
1	1.7	Instructional options	Yes	\$6,387,500.00	\$6,088,585.00		
1	1.9	Post-secondary readiness	Yes	\$2,558,000.00	\$960,937.00		
2	2.1	Increase parent engagement	Yes	\$4,118,000.00	\$6,310,971.00		
2	2.2	FACE support	Yes	\$767,000.00	\$676,090.00		
3	3.1	Improve attendance	Yes	\$7,337,507.00	\$4,538,091.00		
3	3.2	Mental and physical health	Yes	\$10,415,000.00	\$5,000,591.00		
3	3.3	Counseling support	Yes	\$3,498,000.00	\$3,773,826.00		

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	3.5	Foster youth support	Yes	\$275,000.00	\$364,452.00		

2022-23 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)
\$306,362,041	\$95,468,538	0	31.16%	\$89,251,511.00	0.00%	29.13%	\$6,217,027.00	2.03%

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 (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - 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)
 - 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
 - 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)
 - 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
 - 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)
 - 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 (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - 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)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - 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)
 - 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)
 - 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)
 - 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
January 2022

AUHSD 2023-24 LCAP Planning Tool

This is a planning tool and does not take the place of the Local Control and Accountability Plan.

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, SLTs, SWD Task Force, EL 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 ELs, SWDs, SEDs, McKinney Vento, and Foster Youth to increase A-G eligibility, graduation rates, and college-going rates for all students.

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
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

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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 learner, foster youth and students with disabilities to support development of 5 Cs, civic engagement, 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 SWD and EL 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
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

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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, EL, SWD 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
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	*LCFF S & C- \$50,000

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Task Force recommendations.	
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]	
b) Implement District-wide agreed upon pedagogical best practices for EL students, such as: <ol style="list-style-type: none"> 1. Classroom instruction includes collaboration 	LCFF S & C- \$330,000

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<p>2. Intentional lesson design allows EL students to speak at least 30% of the period. (TeachFX)</p> <p>3. EL students are given an opportunity to write daily.</p> <p>4. Monitoring student learning and adjusting instruction while teaching</p> <p>5. Teachers will incorporate Integrated ELD (i-ELD) Standards into their lesson design. [EL Roadmap Principles 1-4]</p>	
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 data, monitoring progress, and implementing the LCAP recommendations for Multilingual/English Learner scholars including transcript evaluation. [EL Roadmap Principles 1-4]	LCFF S & C- \$400,000 EEBG- \$100,000 Title III- \$75,000 (Ellevation)

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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- \$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

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 gradation and post-secondary goals.

Actions/Services	Budgeted Expenditures
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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). <ol style="list-style-type: none"> 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, 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, 	

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<p>and chunking of the lesson.</p> <p>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.</p>	
c) Continue to support current positions that provide services to SWD's	<p>\$15.3 million- State Special Education Funds</p> <p>\$5.7 million- Federal Funding</p> <p>\$1.8 million- Mental Health Funds</p> <p>\$36.2 million- Base funds</p>
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.	
<p>h) Increase support to address the literacy and language needs of SWD in both general education and special education classrooms.</p> <ol style="list-style-type: none"> 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 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. 	LCFF S & C- \$1,020,000

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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).	
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.	

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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

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

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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	
b) Support and expand Parent Leadership Academy to develop parents' knowledge of educational structures and promote the development of effective advocacy skills.	LCFF S & C- \$22,000
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.	
g) Continue to support parent education programs that help develop parent connection to the school	*Title I- \$85,000
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.	
k) Provide computer classes for parents and access to computers to assist with critical parent needs related to their students	

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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 English learners 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

2.3- FACES, community school coordinators, and community liaisons, in partnership with case carriers, program specialists, and psychologists will establish, expand or refine family engagement opportunities for Students With Disabilities (SWD).

Actions/Services	Budgeted Expenditures
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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 community mental health resources, assist in vetting appropriate activities and strategies to address mental health, and support professional development around trauma-informed instructional approaches.	CCSPP- \$339,000

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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- \$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

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

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3.1- District administrators with support of specialized staff will improve District systems for identifying and supporting students with significant truancy issues to ensure EL, Foster youth, SWD 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 vulnerable 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 \$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
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	LCFF S & C- \$128,000

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provide mental-health services to the District's students.	
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 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 7 th - and 9 th -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, 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
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a) Increase fiscal resources to provide repairs, upgrades, and beautification of school sites, including security fencing.	
b) Provide an appropriate number of custodial staff and athletic facilities workers to correspond with current facilities' needs.	LCFF S & C- \$442,000
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	ESSER Funds- \$36,000,000
d) School site upgrades and additions to outdoor learning areas	ESSER Funds- \$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 may be contributing funds (may vary per site)

Instructional Materials Submitted for Adoption
Thursday, June 8, 2023
May 5, 2023-June 8, 2023

Curriculum	Basic/ Suppl.	Course Name (Number)	Grade	Title	Publisher
English	Suppl.	English 1/Ethnic Studies (#TBD)	7-12	<i>The Barren Grounds</i>	Puffin Canada
English	Suppl.	English 1/Ethnic Studies (#TBD)	9	<i>Borders</i>	Dead Dog Caffé Productions
English	Suppl.	English 1/Ethnic Studies (#TBD)	9	<i>The Beautiful Struggle: A Memoir; Adapted for Young Adults</i>	Ember
English	Suppl.	English 1/Ethnic Studies (#TBD)	7-12	<i>The Distance Between Us; Young Readers Edition</i>	Aladdin
English	Suppl.	English 4 (EN400)	9-12	<i>Fire Keeper's Daughter</i>	Henry Holt & Company
English	Suppl.	English 4 (EN400)	12	<i>Hollow Fires</i>	Little, Brown & Company
English	Suppl.	English 4 (EN400)	12	<i>If I Survive You</i>	Farrar, Straus, And Giroux
English	Suppl.	English 4 (EN400)	12	<i>Internment</i>	Little, Brown & Company
English	Suppl.	English 4 (EN400)	12	<i>Last Night at the Telegraph Club</i>	Dutton Books

Curriculum	Basic/ Suppl.	Course Name (Number)	Grade	Title	Publisher
English	Suppl.	English 1/Ethnic Studies (#TBD)	7	<i>The Magic Fish</i>	RH Graphic
English	Suppl.	AP English Literature and Composition (EN401)	9-12	<i>Martin Eden</i>	Penguin Publishing Group
English	Suppl.	English 4 (EN400)	12	<i>Two Boys Kissing</i>	Ember
English	Suppl.	English 2/Ethnic Studies (#TBD)	10	<i>Unearthed: A Jessica Cruz Story</i>	DC Comics
English	Suppl.	English 4 (EN400)	12	<i>We are Not From Here</i>	Penguin Books
IB Mathematics	Basic	IB Math Analysis And Approaches HL (MA407)	12	<i>Mathematics Analysis and Approaches HL</i>	Hodder Education
IB Mathematics	Basic	IB Mathematics and Approaches SL (MA304)	12	<i>Mathematics Analysis and Approaches SL</i>	Hodder Education

Instructional Materials Submitted for Display
Thursday, June 8, 2023
June 8, 2023-June 15, 2023

Curriculum	Basic/ Suppl.	Course Name (Number)	Grade	Title	Publisher
Special Education	Basic	Work Experience Transition (#CE630), (#CE631)	9-12	<i>College and Career Readiness</i>	Pearson
World Languages	Basic	French 1 (#WL110)	7-12	<i>Chemins 1</i>	Vista Higher Learning
World Languages	Basic	French 2 (#WL210)	7-12	<i>Chemins 2</i>	Vista Higher Learning
World Languages	Basic	French 3 (#WL310)	9-12	<i>Chemins 3</i>	Vista Higher Learning
World Languages	Basic	French 4, H (#WL410), (#WL411)	10-12	<i>Chemins 4</i>	Vista Higher Learning
World Languages	Suppl.	Spanish for Spanish Speakers 2/Ethnic Studies (#TBD)	9-12	<i>A People's Guide to Orange County</i>	University of California Press
World Languages	Suppl.	Spanish for Spanish Speakers 2/Ethnic Studies (#TBD)	9-12	<i>Nos Llamaron el Enemigo (Spanish)</i>	Top Shelf Productions
World Languages	Basic	Spanish 1 (#WL100)	7-12	<i>Senderos 1</i>	Vista Higher Learning
World Languages	Basic	Spanish 2 (#WL200)	7-12	<i>Senderos 2</i>	Vista Higher Learning

Curriculum	Basic/ Suppl.	Course Name (Number)	Grade	Title	Publisher
World Languages	Basic	Spanish 3 (#WL300)	9-12	<i>Senderos 3</i>	Vista Higher Learning
World Languages	Basic	Spanish 4, H (#WL400) (#WL401)	10-12	<i>Senderos 4</i>	Vista Higher Learning