

**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 3, 2022

To: Al Jabbar, P.O. Box 3520, Anaheim, CA 92803-3520
Brian O'Neal, P.O. Box 3520, Anaheim, CA 92803-3520
Katherine H. Smith, P.O. Box 3520, Anaheim, CA 92803-3520
Annemarie Randle-Trejo, P.O. Box 3520, Anaheim, CA 92803-3520
Anna L. Piercy, 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 9th day of June 2022

Individuals requesting interpretation should contact the executive assistant to the
superintendent at morales_p@auhsd.us by 5:00 p.m. on Monday, June 6, 2022, to
allow reasonable arrangement to ensure interpretation services.

Closed Session-5:00 p.m.
Open Session-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 9, 2022

Closed Session-5:00 p.m.

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 Monday, June 6, 2022, 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 Monday, June 6, 2022, to allow for reasonable arrangements to ensure accessibility to the meeting.

1. **CALL TO ORDER-ROLL CALL** **ACTION ITEM**
2. **ADOPTION OF AGENDA** **ACTION ITEM**
3. **PUBLIC COMMENTS, CLOSED SESSION ITEM** **INFORMATION ITEM**

This is an opportunity for community members to address the Board of Trustees on closed session agenda items only. 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.

4. **CLOSED SESSION** **ACTION/INFORMATION ITEM**

The Board of Trustees will meet in closed session for the following purpose:

To consider matters pursuant to Government Code Section 54957: Public employee administrative appointment/reassignment-assistant principal(s).

5. **RECONVENE MEETING, PLEDGE OF ALLEGIANCE, AND CLOSED SESSION REPORT OUT** **INFORMATION ITEMS**

5.1 **Reconvene Meeting**

The Board of Trustees will reconvene into open session.

5.2 **Pledge of Allegiance and Moment of Silence**

Board President Al Jabbar will lead the Pledge of Allegiance to the Flag of the United States of America and provide a moment of silence.

5.3 **Closed Session Report**

The clerk of the Board of Trustees will report actions taken during closed session.

6. **STUDENT SPEAKERS**

INFORMATION ITEM

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

7. **PUBLIC COMMENTS, OPEN SESSION ITEMS**

INFORMATION ITEM

Opportunities for public comments occur at the beginning of each agenda item and at this time for items not on the agenda. Persons wishing to address the Board of Trustees should complete a speaker request form, available on the information table, at the back of the room, and submit it to the executive assistant prior to the meeting. Each speaker is limited to a maximum of 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.

8. **PRESENTATIONS**

INFORMATION ITEMS

8.1 **California School Dashboard and Local Indicators**

Background Information:

California's accountability system is reported through the California School Dashboard (Dashboard). The purpose of the Dashboard is to report on district, school, and student group performance on multiple indicators aligned to the Local Control Funding Formula (LCFF) and state priorities. Since state data is not available for some priority areas identified by LCFF, the State Board of Education approved local indicators and self-reflection tools for districts to use to measure progress. Local Education Agencies (LEAs) are required to collect and report information on the local indicators: Basic Services, Implementation of State Standards, Parent Engagement, School Climate, and Course Access.

Current Consideration:

In compliance with state regulations, an annual presentation to the Board of Trustees will be presented to report the District's progress on the Local Indicators using locally collected data. The report will include the District's current performance in each area, as well as a needs assessment, and a final rating of Met, Not Met, or Not Met for Two or More Years. Dr. Jaron Fried, assistant superintendent, Educational Services, and Amanda Bean, director, CPSF Implementation, will present on the California School Dashboard and Local Indicators.

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 a consolidated presentation regarding this item together with the Local Control and Accountability Plan (LCAP) and Annual Update.

8.2 **Local Control and Accountability Plan (LCAP) and Annual Update**

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 2022-23 LCAP and were also provided information regarding the annual update. The annual update details the actual LCAP expenditures that were projected for the 2021-22 year.

Current Consideration:

Manuel Colón, chief academic officer, Educational Services, and staff will present the LCAP and annual update 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 a consolidated presentation regarding this item together with the California School Dashboard and Local Indicators.

[EXHIBIT A]

8.3 **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 2022-23 LCAP, and were also provided information regarding the annual update. The annual update details the actual LCAP expenditures that were projected for the 2021-22 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 23, 2022, through June 9, 2022, 8:00 a.m. to 4:00 p.m. The purpose of the public hearing is to allow the public an additional opportunity to speak on the District's LCAP and annual update.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

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

8.4 **Public Hearing, 2022-23 Proposed Budget**

Background Information:

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

9. **ITEM OF BUSINESS**

RESOLUTION

Resolution No. 2021/22-BOT-04, Order of Biennial Trustee Election and Specifications of the Election Order (Roll Call Vote)

ACTION ITEM

Background Information:

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

Current Consideration:

The Board of Trustees is requested to adopt Resolution No. 2021/22-BOT-04, Order of Biennial Trustee Election and Specifications of the Election Order, as prescribed by Education Code Section 5000, calling for the biennial governing board member election to be held on Tuesday, November 8, 2022.

Budget Implication:

Election-related costs for the November 2022 election are unknown at this time.

Staff Recommendation:

It is recommended that the Board of Trustees adopt Resolution No. 2021/22-BOT-04, by a roll call vote. **[EXHIBIT B]**

10. **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.

BUSINESS SERVICES

10.1 **Declaring Certain Furniture and Equipment as Unusable, Obsolete, and/or Out-of-Date, and Ready for Sale or Destruction**

Staff Recommendation:

It is recommended that the Board of Trustees approve the list of District furniture and equipment as unusable, obsolete, and/or out-of-date, and ready for sale or destruction, as well as authorize proper disposal in accordance with Education Code Section 17545 or 17546. **[EXHIBIT C]**

10.2 **Declaring Certain Textbooks and Instructional Materials as Unusable, Obsolete, and/or Out-of-Date, Damaged, and Ready for Sale or Destruction**

Staff Recommendation:

It is recommended that the Board of Trustees approve the list of District textbooks and instructional materials as unusable, obsolete, and/or out-of-date, damaged, and ready for sale or destruction as surplus, as well as authorize staff to dispose of the textbooks and instructional materials in accordance with Education Code Section 60510 et al. **[EXHIBIT D]**

SUPERINTENDENT'S OFFICE

10.3 **Board of Trustees' Meeting Minutes**

10.3.1 May 5, 2022, Regular Meeting **[EXHIBIT E]**

10.3.2 May 24, 2022, Special Meeting **[EXHIBIT F]**

10.3.3 June 1, 2022, Special Meeting **[EXHIBIT G]**

Staff Recommendation:

It is recommended that the Board of Trustees approve the minutes as submitted.

11. **ADVANCE PLANNING**

INFORMATION ITEM

11.1 **Future Meeting Dates**

The next regular meeting of the Board of Trustees will be held on Thursday, June 16, 2022, at 6:00 p.m.

Thursday, July 14
Thursday, August 11
Tuesday, September 13

Thursday, October 13
Thursday, November 17
Tuesday, December 13

11.2 **Suggested Agenda Items**

12. **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 Monday, June 6, 2022.

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: 2022-23

LEA contact information:

Joseph Carmona

Director, Special Programs

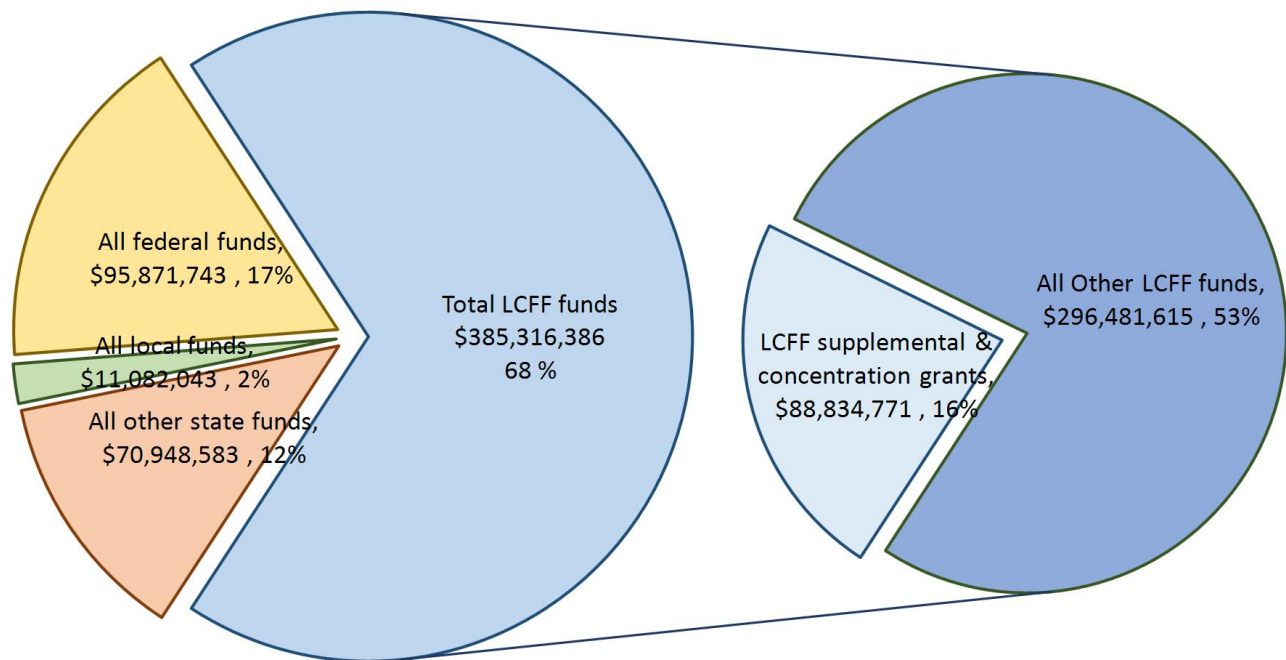
colon_m@auhsd.us

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 2022-23 School Year

Projected Revenue by Fund Source

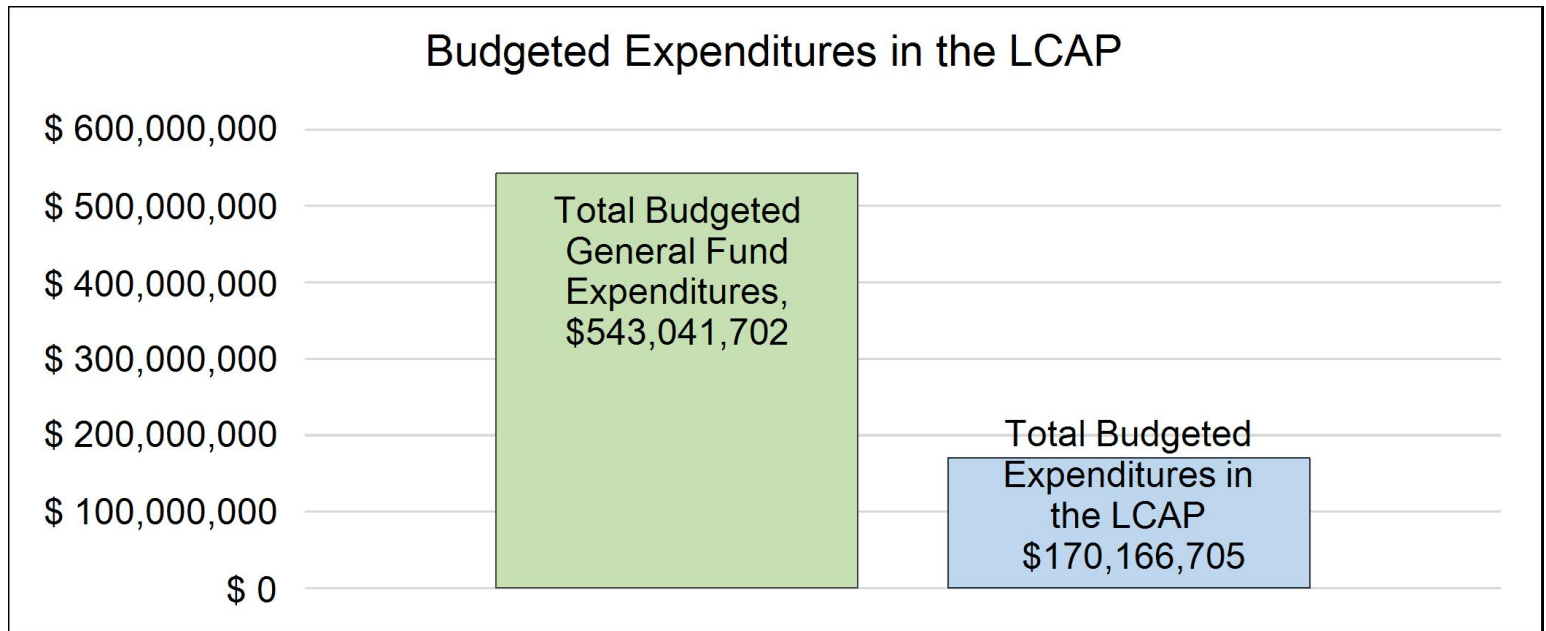


This chart shows the total general purpose revenue Anaheim Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Anaheim Union High School District is \$563,218,755, of which \$385,316,386 is Local Control Funding Formula (LCFF), \$70,948,583 is other state funds, \$11,082,043 is local funds, and \$95,871,743 is federal funds. Of the \$385,316,386 in LCFF Funds, \$88,834,771 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 2022-23. 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 \$543,041,702 for the 2022-23 school year. Of that amount, \$170,166,705 is tied to actions/services in the LCAP and \$372,874,997 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.

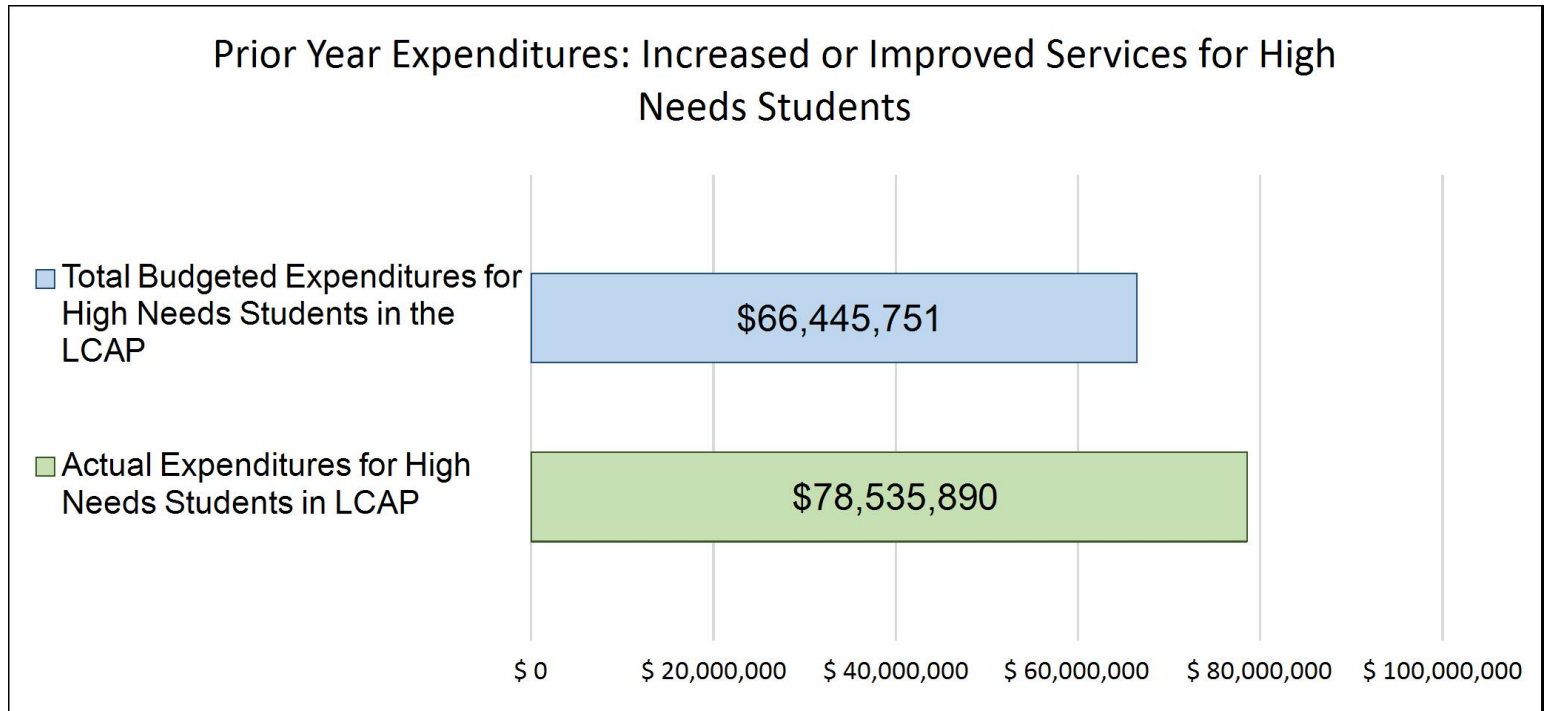
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Anaheim Union High School District is projecting it will receive \$88,834,771 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 \$86,459,705 towards meeting this requirement, as described in the LCAP.

The District continues to identify services and actions that increase and improve services for high needs students. Additionally, projected declines in enrollment and average daily attendance (ADA) may impact the overall budgeted expenditures.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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 2021-22, Anaheim Union High School District's LCAP budgeted \$66,445,751 for planned actions to increase or improve services for high needs students. Anaheim Union High School District actually spent \$78,535,890 for actions to increase or improve services for high needs students in 2021-22.

UNLIMITED YOU



ANAHEIM UNION HIGH SCHOOL DISTRICT

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Anaheim Union High School District	Joseph Carmona Director of Special Programs	carmona_jo@auhsd.us 714-999-3579

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The ESSER III Expenditure plan was developed using feedback from the 2020-21 LCAP engagement process. These planned activities were included in the 2021-22 LCAP.

District administrators also met separately with the District English Learner Advisory Committee (DELAC), student ambassadors, Family and Community Engagement Specialists (FACES), counselors, and the Districts' Opening of School teacher input group. This input informed the strategies to be implemented using state funds including the Educator Effectiveness Grant and A-G Completion Improvement grant.

The District will engage educational partners as part of the 2022-23 LCAP development process regarding the use of additional concentration grant add-on funding provided to the District.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The District plans to use the additional concentration grant funding to increase the number of counselors, social workers, school psychologists, speech language pathologists, and family and community engagement specialists. This funding will also be used to support college and career readiness specialists at District high schools. In some cases, staffing for these positions will be maintained rather than increased because of declining student enrollment.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The District conducted a Return to School parent survey was administered from June 25, 2020 to July 10, 2020. The sixteen-item survey was in an online format and was distributed via an email campaign to students' primary parental contact. Initially, 26,409 parents were sent an email invitation to take the survey and 14,511 responses were gathered. Questions were designed to collect data on parents' recent experience with distance education (if applicable), and on parent preferences for safely returning to school in the fall, based on California Department of Education (CDE) and California Department of Public Health (CDPH) guidance. Finally, parents were given space to provide feedback on each of the three return to school options being considered by the district. This initial outreach to parents gave feedback regarding the preferred method of instruction for the fall as well as identified several areas of support that families requested.

The District established an opening for school's task force to solicit input that informs decisions about schedules, safety measures, and protocols for opening of schools during the spring of 2020. This group focused on five areas: instruction, facilities and operations, systems and structures, health and safety, and mental health. This group includes board members, administrators, teachers, counselors, maintenance and operations staff, food services, transportation, union leadership, site clerical staff, community partners, parents, and students.

Three stakeholder engagement meetings were held on August 20th, 27th and September 3rd to provide additional opportunities for all stakeholders to learn more about the Districts' efforts and plans for the 2020-21 year. This additional step of providing a public forum for stakeholders to ask questions, raise ideas and concerns and interact directly with District staff aligns with the Districts' commitment to authentic family and community engagement. These meetings allowed parents to join remotely via Google Meet or to call-in if they did not have internet access. Translation services were provided for any community members or parents who needed this service. Spanish, Korean and Vietnamese languages were all supported during this time.

Additionally, the development of the 2021-22 Local Control Accountability Plan (LCAP) provided opportunities for parents, students, staff, and community members to give feedback about identified areas of need. The engagement process consisted of five meetings that occurred from February to April 2021.

Four focus groups, structured around the eight State Priorities, were created to help guide the work that was completed in the engagement meetings. Focus group members concentrated on actions that were related to the State Priority (ies) assigned to their focus group, as well as the effects of the COVID-19 pandemic. Feedback from this process was used in identifying the supplemental instruction and support strategies to be implemented in the 2021-22 year.

Five steering committee meetings were held to oversee the LCAP process, plan stakeholder engagement meetings, and debrief the findings from the community engagement meetings. The LCAP Steering Committee was comprised of the Assistant Superintendent of Educational Services, the Chief Academic Officer and representatives from the following groups: directors, coordinators, principals, assistant principals, counselors, curriculum specialists, teachers, classified staff, students, parents, community members, and representatives from four local bargaining units. The steering committee members also provided direct feedback that was incorporated into the plans for the 2021-22 year.

District administrators also met separately with the District English Learner Advisory Committee (DELAC), student ambassadors, Family and Community Engagement Specialists (FACES), and the Districts' Opening of School teacher input group. This additional input further informed the strategies to be implemented.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The District is implementing the American Rescue plan through the implementation of the Expanded Learning Opportunity (ELO) Grant. This plan can be found at <https://www.auhsd.us/District/Department/14207-ANAHEIM-UHSD/Portal/lcap>. The successes of this implementation include the placement of additional social workers, counselors, school psychologists, and community liaisons. Another success is the addition of college and career readiness specialists to District high schools. One of the challenges is recruiting and retaining high quality candidates to fill these positions. The District is implementing the Elementary and Secondary School Emergency Relief expenditure plan (ESSER III) by updating air conditioning and ventilation across the District. The progress for these projects includes identifying units 15 years or older for replacement. Architect firms have been selected and projects are currently being assigned. Construction is estimated to begin in fall 2022.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The District took into account the requirements of the Safe Return to In-person Instruction and ESSER III Expenditure plans during the process of constructing the 2021-22 LCAP. The fiscal resources received from various state and federal sources has been coordinated with LCFF funding to ensure safe learning environments for students and staff. This includes training about COVID mitigation policies and practices, increased cleaning and disinfecting, additional staff for contact tracing and testing, and additional school staff to support mental health needs. These factors were discussed and built into the 2021-22 LCAP.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget

Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

UNLIMITED YOU



ANAHEIM UNION HIGH SCHOOL DISTRICT

Local Control 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
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Plan Summary [2022-23]

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 30,000. 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 48 different languages in their homes, attend 20 campuses, and come to us from five feeder-elementary school districts. Seventy-eight percent of AUHSD students are low-income, as indicated by participation in the National School Lunch Program, and 19.4% are English learners (EL). The demographic profile also indicates the following regarding student groups: 69.4% Hispanic, 13.2% Asian, 8.2% White, 4.1% Filipino, 2.2% African-American, 1.9% two or more races, .4% Pacific Islander, and 0.2% Native American.

The District is proud to have five California Distinguished Schools, two National Blue Ribbon Schools, and 13 California Gold Ribbon schools. Additionally, seventeen schools are designated California Democracy schools and six of those have been recognized with the California Civic Learning Award of Excellence.

All AUHSD schools implement a variety of programs focused on developing critical thinking, communication, collaboration, creativity, and character. 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.

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:

- 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.

AUHSD Core Values

- We believe in and model the 5Cs: collaboration, creativity, critical thinking, communication, and compassion.
- We believe that education must work for students and not the other way around.
- We believe in nurturing everyone's potential.
- We believe in systems not silos.
- 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 an assets-based instructional approach focused on our community's strengths.
- 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. There has been a 43% increase in admission to UCI from AUHSD. AUHSD students also have higher persistence rates (95-99%) at UCI in comparison to the overall student population (85-88%).

Anaheim Innovative Mentoring Experience (AIME) program has served more than 8,500 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 80 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.

Civic engagement and learning plays a prominent role in the District. 17 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. Fifteen different sites have been recognized with California Civic Learning Awards. Six sites (Cypress High, Katella High, Lexington Junior High, Savanna High, South Junior High, and Walker Junior High) have been awarded the Civic Learning Award of Excellence, the highest honor in California.

Services to address students' social-emotional needs have been increased and improved through the hiring of additional social workers, psychologists, counselors and providing professional learning/training to teachers and staff. The District screened for mental health needs of all 7th grade students as a result of having these additional staff. 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 and MTSS teams 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 2021-22 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.

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.

Student performance in mathematics was orange for the 2019 California School Dashboard. Additionally, District grade data analysis continues to indicate this as an area of need.

Improving mathematics achievement results for all students, with an even greater emphasis on improving mathematics achievement results for EL and SWD subgroups is 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 2022-23 year.

A STEAM coordinator was hired at the conclusion of the 2020-21 year with a responsibility to help oversee mathematics instruction. New instructional materials were adopted for implementation during the 2021-22 year. The Math Lab teachers along with new math leads at the high school level will work with the STEAM coordinator to address mathematics instruction and achievement. A full-time mathematics curriculum specialist has been hired for the 2022-23 year to focus solely on improving mathematics instruction. Additionally, two new high school courses, Data Science and Financial Algebra, have been adopted to address relevancy and engagement within the high school mathematics pathway.

Chronic absenteeism was orange on the 2019 California School Dashboard. Additionally, local data indicates that absenteeism has increased across sites.

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 work with site administrators, attendance staff, outreach staff and family and community engagement staff to proactively support improved attendance.

An analysis of District data from the 2019 California School Dashboard indicates the following needs by student group:

--Pacific Islander students display a gap in the area of suspension rate.

--Foster youth display a gap in graduation rate. The AUHSD graduation rate for foster youth was 80.4% in 2019, 16 percentage points higher than the state average, but because of a 4.9% decline from the previous year puts the indicator into orange.

To address the following performance gaps, the District is doing the following:

Student Support Services will work with site administrators to identify student behaviors that led to suspension and design ways to minimize those behaviors.

The District has established a Foster Youth Taskforce to target the needs of these students. Each school will implement site level teams to address the needs of these students and implement District 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 (critical thinking, communication, collaboration, creativity, and character).

The 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.

Reduction of class size will be accomplished for the year, allowing staff to build capacity and develop additional instructional tools. The District induction program will be essential to supporting new teachers over this time.

Continued implementation of District-wide instructional and programmatic recommendations for English learner students, students with disabilities, and foster youth is critical. Practices for improved monitoring of student progress, refined during the pandemic, will continue to be implemented.

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 addition of College and Career Readiness Specialists.

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 implement a one-to-one device program beginning in the 2022-23 year after successfully piloting at two schools.

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.

AUHSD is committed to providing a family and community resource center at all school sites and staffing these centers with Family and Community Engagement Specialists (FACES). The FACES continue to be an essential part of the efforts to improve academic outcomes for students.

The District was recently awarded funding from the California Community Schools Partnership Program and will expand implementation to thirteen sites beginning in 2022-23. Community school coordinators and community school teacher leads will help develop model practices for providing a wide range of academic, social and emotional support for students and families.

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. This will be accomplished through additional counselors, psychologists, and social workers. Additionally, providing social emotional learning training for staff to help address these needs.

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.

The District will continue to refine methods for students to improve their attendance including Saturday Academy, alternative to suspension options, and well-being activities.

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 CSI plan by implementing a series of feedback opportunities. District wide surveys with disaggregated data by school site were conducted in the summer and early fall to 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 from the 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 and foster youth. These task forces

recommend evidence based interventions and best practices for all schools. Each site 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 showed 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 2021-22 year. This included the re-design of how students are referred to the continuation site.

No resource inequities were identified at the school level. However, many students lacked the resources to effectively access their learning outside of school. The district is implementing one-to-one Chromebooks in order to address this inequity.

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 2022-23 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 and students with disabilities 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 office of Assessment and Accountability, 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. These surveys, completed in February 2022, 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 2022. Two of the meetings were conducted in focus groups, and the other three meetings were held at-large and included staff, families, students and partner agencies.

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 actions 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 actions through the lens of the State Priority to which they were assigned. There was also a virtual group for those partners choosing to participate in that manner. This group focused on overall priorities and looked at the LCAP in a more board manner.

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 Chief Academic Officer and representatives from the following groups: directors, coordinators, principals, assistant principals, counselors, curriculum specialists, teachers, classified staff, students, parents, community members, and representatives from four local bargaining units.

Fifteen draft actions were produced as a result of this process. These were considered by all partners and their input established the highest priorities. Additionally, the steering committee reviewed all of these draft actions and indicated whether those needs were already addressed within the LCAP or needed to be added. The draft actions 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.

- More Psychs/ Counselors/SWs will coordinate support services and mental health services, that include trauma informed practices for all youth because such services will improve academic achievement and improve equitable access to mental health on all campuses.
- The District will provide curriculum to educate students on life skills (social skills, financial literacy, sex ed, vocational skills, social emotional health, digital literacy, nutrition, physical health) because all students need to be prepared for life beyond the classroom.
- Teachers will work with a group of students at a ratio of 1:20, so that students receive more individualized instruction that will meet their needs and ensure greater academic success.
- The district will continue the current student-to-teacher ratio and receive professional development that increases student and teacher relationships, decrease student behaviors that impact instruction and student learning, and improve the teacher's ability to know students by name and need

- FACES, counselors, social workers, administrators, and community liaisons will be adequately staffed equitably based on schools by size and need to provide parenting workshops, conduct home visits, and collaborate and coordinate with stakeholders to provide equitable opportunities and resources to maximize the number of families and students who are served.
- College Student Tutors will provide tutoring services at flexible times and in flexible environments for English Learners, Foster Youth and Low Income students to increase graduation and A-G completion rates and promote higher engagement and attendance
- AUHSD school sites will incorporate a periodic district-wide check and connect “homeroom” period for students and staff in the classroom to have a constant flow of engagement and communication of important information regarding parent involvement, school activities, extracurricular, financial aid, community and mental health resources, FAFSA, VAPA, STEM, CTE, civic learning, and college and career readiness programs for all students including EL, low-income, students with disabilities, and foster youth.
- The District will provide a sustainable one-to-one computer initiative to ensure all students have access to computers and internet connect ability during and after the school day.
- The District will create additional custodial capacity which may include hiring additional custodial support, substitute support, and / or create student community service opportunities to provide a clean environment for students and staff and provide a culture of pride and ownership of facilities
- Administrators and Counselors will create a system/program to transition students and parents from 8th to 9th grade for parents of English Learners, Foster Youth and Low Income students to ensure a successful transition that supports higher graduation and A-G rates.
- Social workers, school psychologists, and counselors work with special populations (ex. Foster Youth, McKinney-Vento, plurilingual students, and SWD's) to allow for early identification for possible support and provide intervention to promote equity.
- FACES, community liaisons, social workers, and school counselors will collaborate and coordinate multi-lingual events for all students and caregivers to discuss, understand, and learn to advocate for their academic and mental health needs to ensure access to academic and social-emotional resources.
- FACES, SYS, and staff working with students with disabilities and plurilingual learners will work collaboratively with parents/guardians to increase their involvement and knowledge of frameworks and systems of support for students in these subgroups.
- Teachers and Instructional Aides will develop a curriculum and additional summer programming that supports English Learners who are not progressing on the ELPAC to increase graduation and A-G completion rates.
- In conjunction with teachers, credentialed PPSC staff (Counselors and Social Workers) will address student absenteeism and investment in wellness for all students with a specific focus on Foster Youth and SWD.

District administrators also met separately with the Superintendent's Parent Advisory Committee, District English Learner Advisory Committee (DELAC), student ambassadors, Family and Community Engagement Specialists (FACES), and the Districts' Opening of School teacher input group. 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.

A summary of the feedback provided by specific educational partners.

Feedback from the parent LCAP survey indicated that 88% understand graduation requirements and 78% 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.

Feedback from the student LCAP survey indicated that 58% feel a positive connection to their school. 63% know where to get mental health support and 69% are familiar with the Anaheim Union Educational Pledge.

Feedback from teachers during the engagement process indicated a desire to reduce class size.

Feedback from a variety of stakeholder groups, including the DELAC and FACES, indicated a need for additional support staff. These staff included counselors, social workers, and psychologists as well as FACES and community liaisons.

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

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

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 for all students.

The professional learning plan includes social emotional learning, mindfulness, and self-care activities based on feedback from partners.

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 be implementing one-to-one devices beginning with the 2022-23 year.

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.

College and Career Readiness specialists were added to assist with implementation of the Anaheim Union Educational Pledge and ensure students access post-secondary options.

1.10- If we have smaller class sizes, it will allow for more one-on-one engagement with student groups, supporting students in both academics and social emotional learning (SEL).

This action was maintained based on partner feedback.

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

2.2- FACES, community school coordinators, community liaisons, and translators will provide language appropriate support and programming to support English learners and their families to ensure access to school and community resources.

Additional support staff, both temporary and permanent, are being added based on stakeholder feedback.

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.

Additional counselors, social workers and psychologists, both temporary and permanent, are being added based on stakeholder feedback.

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

Upgrades to HVAC systems and outdoor learning spaces are being added based on stakeholder feedback.

Goals and Actions

Goal

Goal #	Description
1	All students will demonstrate college, career, and life readiness, and success through implementation of the 5 Cs (critical thinking, collaboration, communication, creativity, and character/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%			District- 94% SED- 93% EL- 85% SWD- 77% FY- 83%
A-G Completion	C/O 2020 District- 52.8%	C/O 2021 District- 52%			District- 55% SED- 50% EL- 30% SWD- 18%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED- 47.9% EL- 27% SWD- 15.6% FY- 23.3%	SED- 47.7% EL- 25.3% SWD- 15.5% FY- 19.4%			FY- 25%
College and Career Indicator- Prepared	C/O 2019 District- 44.2% SED- 39.1% EL- 15.3% SWD- 9.9% FY- 15.2%	Not Available			District- 47% SED- 43% 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
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
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
State adopted academic and	100% of academic and content and	100% of academic and content and			100% of academic and content and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performance standards are implemented	performance standards are implemented	performance standards are implemented			performance standards are implemented
CAASPP ELA results	46% met or exceeded standard (2018-19)	49% met or exceeded standard (2020-21)			50% met or exceeded standard
CAASPP Math results	28% met or exceeded standard (2018-19)	29% met or exceeded standard (2020-21)			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)			48%
EL reclassification rate	7.3% (2019-20)	6.4% (2021-22)			10%
Percentage of students who pass an AP exam with "3" or higher	66.9% (2019-20)	55% (2020-21)			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- 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)	51% (2021-22)			55%
Access to a broad course of study-	38% (2020-21)	39% (2021-22)			42%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in CTE courses					
Access to a broad course of study- Percentage of students enrolled in world language courses	44% (2020-21)	44% (2021-22)			48%
Seal of Biliteracy	1100 students earned the seal (Class of 2020)	1303 students earned the seal (Class of 2021)			1500 students
Seal of Civic Engagement	1900 students earned the seal (Class of 2021)	2812 students earned the seal (Class of 2022)			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			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			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	(Class of 2021) 64% of graduates enroll in fall immediately after graduation 41% enroll in 2 year colleges			75% of graduates enroll in fall immediately after graduation 50% enroll in 2 year colleges 25% enroll in 4 year colleges

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	23% enroll in 4 year colleges	23% enroll in 4 year colleges			
5 Cs are implemented in District classrooms	<p>LCAP Staff survey-90% are committed to implementing the 5 Cs</p> <p>LCAP Student survey-81% state the 5 Cs are incorporated in their classes</p>	<p>LCAP Staff survey-87% are committed to implementing the 5 Cs</p> <p>LCAP Student survey-81% state the 5 Cs are incorporated in their classes</p>			<p>LCAP Staff survey-95% are committed to implementing the 5 Cs</p> <p>LCAP Student survey-90% state the 5 Cs are incorporated in their classes</p>
Students completing dual enrollment courses	<p>2019-20 completion</p> <p>Duplicated students Cypress College-2025 Fullerton College-888</p> <p>Unduplicated students Cypress College-1165 Fullerton College-659</p>	<p>2020-21 Completion</p> <p>Duplicated students Cypress College-2119 Fullerton College-550</p> <p>Unduplicated students Cypress College-936 Fullerton College-364</p>			<p>Duplicated students Cypress College-2300 Fullerton College-1000</p> <p>Unduplicated students Cypress College-1500 Fullerton College-800</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of EL students who score Level 4 on ELPAC	10.94% (2018-19)	9.91% (2020-21)			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, 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.	\$11,557,124.00	Yes
1.2	Effective instruction	District leadership along with instructional leaders design, deliver, and model effective instructional strategies and facilitate growth of these practices at school sites for low-income students, 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.	\$7,087,581.00	Yes
1.3	Instructional materials	Provide sufficient instructional materials that are aligned with current California State Standards.	\$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	\$6,600,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		sustainable technological resources to ensure low-income students can fully engage in their education, access digital resources and develop post-secondary skills.		
1.5	Broad course of study	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.	\$27,155,000.00	Yes
1.6	English learners	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).	\$6,540,000.00	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 gradation and post-secondary goals.	\$6,350,000.00	Yes
1.8	Students with disabilities	Improve placement, instructional practices, and monitoring of students with disabilities (SWD) to increase academic and social success.	\$1,000,000.00	No
1.9	Post-secondary readiness	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	\$2,850,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a variety of potential careers and industries, and will have a postsecondary plan to pursue their career goals.		
1.10	Reduction of class size	The District will continue current class size reduction targets and offer professional development that increases student and teacher relationships, decreases student behaviors that impact instruction and student learning, and improve the teachers' ability to know students by name and need.	\$11,173,000.00	No

Goal Analysis [2021-22]

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 Districts' implementation of professional learning, instructional initiatives and programs, as well as post-secondary readiness. Returning to in-person instruction for the 2021-22 year allowed for expanded implementation of programs and activities that were previously scaled down due to distance learning. Implementation of civic engagement activities, capstone projects, and rollout of the Career Preparedness Systems Framework (CPSF) were all examples of successful implementation of this goal. College and Career Readiness specialists were added to each high school and our college partners continued to support the Districts' efforts to prepare students for post-secondary enrollment.

The impact of COVID-19 on staff attendance combined with staffing and substitute shortages resulted in many aspects of the professional learning plan to be altered, postponed, or cancelled. Teacher reflective learning walks, English learner shadowing, and site level curriculum development were reduced in response to substitute shortages. Additionally, dual enrollment courses remained virtual due to the requirements put in place by our partner institutions.

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 differences in Goal 1 are as follows;

Action 1.1- Estimated actuals exceeded budgeted expenditures due to the inclusion of professional learning costs associated with weekly late start time that was not previously included.

Action 1.2- Estimated actuals exceeded budgeted expenditures due to higher than anticipated staffing costs.

Action 1.3- Estimated actuals were less than budgeted expenditures because adoption of science instructional materials was planned for the 2021-22 year but has been rescheduled for the 2022-23 year.

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

Action 1.5- Estimated actual expenditures exceeded budgeted expenditures due to higher than anticipated staffing costs and identification of additional services not previously included.

Action 1.6- Estimated actual expenditures exceeded budgeted expenditures due to higher than anticipated staffing costs.

Action 1.7- Estimated actual expenditures exceeded budgeted expenditures due to higher than anticipated staffing costs.

Action 1.8- Estimated actuals were less than budgeted expenditures because of fewer staff tied to this action.

Action 1.9- Estimated actual expenditures exceeded budgeted expenditures due to higher than anticipated staffing costs.

Action 1.10- Budgeted expenditures included costs for two years of implementation and has been updated to reflect a single year of implementation.

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 majority of metrics held steady or improved despite the ongoing effects of the COVID-19 pandemic on students, families, and staff. Improvement in the number/percentage of students demonstrating civic engagement, biliteracy, and reduced D/F grades shows that the continued instructional focus on the five Cs (critical thinking, communication, collaboration, creativity, compassion) is effective. Support structures such as access to devices and connectivity, success monitoring for English learners, and AIME experiences helped ensure students were successful in completing courses.

Post-secondary enrollment dropped by 6%, exclusively at the community college level. This area continues to be a focus for the District and college partners.

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 has embedded support for improved instruction and the District has reorganized the work of these staff to focus on the development of capstone projects and portfolios at every school site for the 2022-23 year.

Action 1.4 addresses the technological support needed for students and staff. The District will be implementing a one-to-one device program at all sites beginning with the 2022-23 year.

Action 1.6 has embedded support for English Learners including success monitoring taking place at all schools. These practices continue to be refined and improved.

Action 1.9 includes support for students as they transition to post-secondary options. The District added staff to support this action in 2021-22 and continues to refine and improve the work of these additional staff members.

Action 1.10 addresses lowering class sizes and this action was refined to include professional learning for teachers to make best use of these smaller classes.

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- 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 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	Parent participants in NOCE workshops- 0			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	parents complete from each site	Parent participants in quarterly SYS presentations- 0			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% 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
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- 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.	\$8,665,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	FACE support	FACES, community school coordinators, community liaisons, and translators will provide language appropriate support and programming to support English learners and their families to ensure access to school and community resources.	\$2,096,000.00	Yes
2.3	Parents of SWD	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).	\$0.00	No

Goal Analysis [2021-22]

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 Districts' commitment to supporting family and community engagement. The impact of COVID-19 on staff attendance combined with staffing and substitute shortages resulted in some programming to be altered or cancelled. Events previously held in person remained remote until March 2022. Also, the District hired additional community liaisons to support school sites. However, these additional staff were pulled from the sites to support the expanded need for contact tracing at the start of the year. Despite these challenges, sites implemented revamped curriculum for parents and families. Sites successfully held parent and family programming including food/care package distributions. The District returned to a vigorous in-person educational partner engagement process for the LCAP with nearly 250 participants including over 100 parents.

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 differences in Goal 2 are as follows;

Action 2.1- Estimated actual expenditures exceeded budgeted expenditures due to higher than anticipated staffing costs and identification of additional services not previously included.

Action 2.2- Estimated actual expenditures were less than budgeted expenditures because this action included the hiring of additional staff to support family and community engagement. Additional staff were hired but due to staffing shortages and turnover, the estimated actual expenditures are lower than the budgeted expenditures.

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. Continued support of the FACES positions at sites and the addition of community liaisons facilitated implementation of parent programming both in-person and virtually. Revamped curriculum provided to parents and families educated and empowered them in a condensed time period. Refocusing the types of data and how these are collected provided important feedback to sites and the District for addressing needs moving forward. The majority of metrics held steady or improved despite the ongoing effects of the COVID-19 pandemic on students, families, and staff.

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.

Two metrics were adjusted for the 2022-23 LCAP year. These adjustments were made to better reflect the type of activities and support being provided to families and the community. These metrics also reflect a more coherent data collection for family and community engagement in the District

Action 2.1- This action includes implementation of community schools. The District will be significantly expanding the implementation of its' community school model after receiving additional state funds.

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
Attendance rate	95.2% attendance rate (2019-20)	93.5% attendance rate (2021-22)			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- 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)			Less than .5%
High School dropout rate	3.2% (C/O 2020)	2.9% (C/O 2021)			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- 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			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- 2020-21	LCAP Student survey- (2021-22) 63% 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- 2000 students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sense of safety	LCAP Student Survey (2019-20) 54% state they feel safe while at school	LCAP Student Survey- (2021-22) 59% state they feel safe while at school			LCAP Student Survey (2019-20) 70% 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- 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 EL, Foster youth, SWD are supported to achieve at the highest rates possible.	\$5,100,000.00	Yes
3.2	Mental and physical health	Staff will implement programs and systems to support the mental, physical, behavioral and emotional health of vulnerable students to reduce student suspensions, improve student learning, and promote well-being.	\$15,936,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 graduate and are prepared for post-secondary options.	\$3,260,000.00	Yes
3.4	Upgrade facilities	Upgrade facilities and address maintenance needs to provide safe and healthy learning environments for all students.	\$46,522,000.00	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.	\$275,000.00	Yes

Goal Analysis [2021-22]

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 Districts' commitment to positive and safe environments. The impact of COVID-19 with staffing and substitute shortages resulted in delays in adding additional staff. The District hired additional counselors, social workers and psychologists and the recruitment and retention of these additional staff proved challenging. Some vacancies were unfilled for weeks at a time as there was a shortage of qualified candidates. Additionally, this goal reflects the Districts' intention to use federal stimulus dollars to improve indoor air quality and expand outdoor learning spaces. These projects are currently in the planning phases and will begin implementation in the 2022-23 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 differences in Goal 3 are as follows;

Action 3.1- Estimated actual expenditures are less than budgeted expenditures due to lower than expected staffing costs.

Action 3.2- Estimated actual expenditures exceeded budgeted expenditures because of higher than anticipated staffing costs and identification of additional services not previously included.

Action 3.3- Estimated actual expenditures exceeded budgeted expenditures because of higher than anticipated staffing costs.

Action 3.4- Estimated actual expenditures are less than budgeted expenditures because federal funds were allocated to improve indoor air quality and these projects will begin in 2022-23.

Action 3.5- Estimated actual expenditures are less than budgeted expenditures because associated costs for materials were less than anticipated.

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. Coordination of mental health supports across a variety of staff roles (counselors, psychologists, social workers) lead to improved responses for meeting student need. Implementation of Saturday academy helped recoup attendance but also provided an opportunity for students to improve academically. Providing adequate administrative and counseling staff helped support positive climates and safety despite some of the challenges of returning to in-person schooling. The majority of metrics held steady or improved despite the ongoing effects of the COVID-19 pandemic on students, families, and staff.

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.

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 [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$88,834,771	\$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
30.19%	1.00%	\$2,696,298.00	31.19%

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 rate, A-G completion, and college preparedness.

We will implement professional learning which incorporates universal design for learning, effective differentiation, and instructional strategies identified by the EL, SWD, and foster youth task forces. These District task forces have developed these instructional recommendations based on research and established best practices for these unduplicated 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, and college readiness.

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.

A dedicated mathematics curriculum specialist will begin in 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 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 for these student groups.

Goal 1- Action 4-

After assessing the needs, conditions, and circumstances of our low income students, we learned that there are 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 implement one-to-one devices in 2022-23. This action will put devices and internet in the hands of student 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, A-G completion, and college preparedness.

The full-time VAPA coordinator, CTE program administrator and newly appointed 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 staffing to support course offerings will be implemented.

Goal 1- Action 6-

After assessing the needs, conditions, and circumstances of English learner students, we learned that there is a difference in outcomes for graduation rate, A-G completion, and college preparedness.

To address these conditions, a District EL Taskforce develops recommendations for implementation across the District. EL site teams at each school will 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. These practices continue to be refined and improved as 2022-23 will be the third year of implementation.

Goal 1- Action 7-

After assessing the needs, conditions, and circumstances of low income and English learner students, we learned that there is a difference in outcomes for graduation rate, A-G completion, D/F rates and college preparedness.

We will provide numerous instructional options for students. While these options are available to all students, students from vulnerable groups are prioritized for placement. We understand that comprehensive sites are not a fit for every student.

Additionally, credit recovery options will be expanded and improved to ensure EL, 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 and English learner students, we learned that there is a difference in outcomes for A-G completion, college preparedness, and CTE completion.

AIME staff will expand mentoring opportunities for all students and in the process refine recruitment strategies to ensure low income and English learner students access these opportunities at proportionate rates.

College and Career Readiness specialists will be added to assist with implementation of the Anaheim Union Educational Pledge and ensure students have support in becoming eligible and college and accessing post-secondary options. These positions 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.

Goal 2- Action 1-

After assessing the needs, conditions, and circumstances of low income and English learner students, we learned that nearly 20% of families lack understanding of the graduation requirements and 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.

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, community liaisons, and community school coordinators 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.

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 graduation rate.

To address these conditions, a program administrator for attendance will strengthen the attendance systems and interventions for all students. These improvements will be implemented district wide with additional supports for student groups. These supports include targeted

Saturday academy and outreach efforts for these groups, including English learners. Site administrators will monitor chronic absenteeism for these groups through site teams focused on improving outcomes for low income, English learner, and foster youth students.

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, A-G completion, and college preparedness. 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. A mental health screening tool will be used with all 9th grade students.

Some students will be supported through a process of recognizing psychosocial issues early and responding accordingly based on one's role. 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.

A small group of students will be supported with direct intervention for behavioral problems or mental illness. Additional counselors, social workers and psychologists, both temporary and permanent, are being added 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, A-G completion, and college preparedness. There is also a disparity in ability to access counseling and mental health services.

Additional counselors, social workers and psychologists, both temporary and permanent, are being added to support these needs. Placement of these staff will focus on high needs schools, including alternative and continuation sites. The placement of additional counseling staff at these sites will ensure intervention and monitoring of EL, SWD, and foster youth task force procedures and recommendations which are designed to improve outcomes for these groups.

Goal 3- Action 4-

After assessing the needs of our low-income students, they provided feedback regarding the cleanliness of their school sites.

Providing and maintaining adequate custodian and facilities staff allows the District to meet the needs identified by the students.

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

Services are being improved for low income, English learner and foster youth students through the following activities and actions; Implement professional learning which incorporates universal design for learning, effective differentiation, and instructional strategies identified by the EL, SWD, and foster youth task force. Additionally, the professional learning plan includes social emotional learning, mindfulness, and self-care. Teacher leads will support professional learning at school sites for staff to implement applications to improve student learning outcomes. CTE program administrator along with counseling staff, will ensure student access and enrollment in a broad course of study. Actions included within Goal 1, Action 6 target specifically the needs of English learners and provide 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. AIME staff will expand mentoring opportunities for all students and in the process refine recruitment strategies to ensure low income and English learner students access these opportunities at proportionate rates. 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. FACES, community liaisons, and community school coordinators 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. A program administrator for attendance will strengthen the attendance systems and interventions for all students. These improvements will be implemented district wide with additional supports for student groups. These supports include targeted Saturday academy and outreach efforts for these groups. Site administrators will monitor chronic absenteeism for these groups through site teams focused on improving outcomes for low income, English learner, and foster youth students. Mental health supports include mindfulness practices incorporated into classrooms and classroom presentations by counselors and social workers. 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.

Services are being increased for low income, English learner and foster youth students through the following activities and actions; A dedicated mathematics curriculum specialist will begin in 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 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. A one-to-one device program will be implemented. 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. A full-time VAPA coordinator and newly appointed director for Career Preparedness will ensure student access and enrollment in a broad course of study. Additional staffing to support course offerings will be implemented. Actions included within Goal 1, Action 6 target specifically the needs of English learners and provide additional resources for this group of students compared to services for all students. These actions includes additional funds to support EL success monitoring at every site. Designated ELD courses will maintain low class sizes to ensure teachers and instructional aides can adequately address the needs of these students. Credit recovery options will be expanded and improved to ensure EL, low income, and foster youth students make progress toward graduation and post-secondary readiness. College and Career Readiness specialists will be added to assist with implementation of the Anaheim Union Educational Pledge and ensure students have support in becoming eligible and college and accessing post-secondary options.

Additional FACES, community liaisons, and community school coordinators will be hired to further support families in need. Additional counselors, social workers and psychologists, both temporary and permanent, are being added to support social emotional and mental health needs. A mental health screening tool will be used with all 7th and 9th grade students.

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 counselors, social workers, school psychologists, custodians and facilities workers, bilingual office staff, and family and community engagement specialists at sites as declining enrollment continues to impact the District. This funding will also be used to support college and career readiness specialists at District high schools.

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 44.8 students	1 staff per 30.8 students
Staff-to-student ratio of certificated staff providing direct services to students	1 staff per 23.5 students	1 staff per 20 students

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$93,981,705.00	\$6,630,000.00	\$324,000.00	\$69,231,000.00	\$170,166,705.00	\$107,411,705.00	\$62,755,000.00

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	\$9,952,124.00	\$120,000.00		\$1,485,000.00	\$11,557,124.00
1	1.2	Effective instruction	English Learners Low Income	\$5,687,581.00			\$1,400,000.00	\$7,087,581.00
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	\$6,600,000.00				\$6,600,000.00
1	1.5	Broad course of study	English Learners Low Income	\$27,155,000.00				\$27,155,000.00
1	1.6	English learners	English Learners	\$5,260,000.00			\$1,280,000.00	\$6,540,000.00
1	1.7	Instructional options	English Learners Low Income	\$6,150,000.00			\$200,000.00	\$6,350,000.00
1	1.8	Students with disabilities	Students with Disabilities	\$1,000,000.00				\$1,000,000.00
1	1.9	Post-secondary readiness	Low Income	\$2,195,000.00			\$655,000.00	\$2,850,000.00
1	1.10	Reduction of class size	All				\$11,173,000.00	\$11,173,000.00
2	2.1	Increase parent engagement	Low Income	\$3,880,000.00	\$4,510,000.00	\$190,000.00	\$85,000.00	\$8,665,000.00
2	2.2	FACE support	English Learners Low Income	\$530,000.00			\$1,566,000.00	\$2,096,000.00
2	2.3	Parents of SWD	Students with Disabilities					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Improve attendance	English Learners Foster Youth	\$5,100,000.00				\$5,100,000.00
3	3.2	Mental and physical health	English Learners Foster Youth Low Income	\$10,415,000.00		\$134,000.00	\$5,387,000.00	\$15,936,000.00
3	3.3	Counseling support	English Learners Foster Youth Low Income	\$3,260,000.00				\$3,260,000.00
3	3.4	Upgrade facilities	All	\$522,000.00			\$46,000,000.00	\$46,522,000.00
3	3.5	Foster youth support	Foster Youth	\$275,000.00				\$275,000.00

2022-23 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
\$294,223,070	\$88,834,771	30.19%	1.00%	31.19%	\$86,459,705.00	0.00%	29.39 %	Total:	\$86,459,705.00
								LEA-wide Total:	\$86,184,705.00
								Limited Total:	\$275,000.00
								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	\$9,952,124.00	
1	1.2	Effective instruction	Yes	LEA-wide	English Learners Low Income	All Schools	\$5,687,581.00	
1	1.4	Technological resources	Yes	LEA-wide	Low Income	All Schools	\$6,600,000.00	
1	1.5	Broad course of study	Yes	LEA-wide	English Learners Low Income	All Schools	\$27,155,000.00	
1	1.6	English learners	Yes	LEA-wide	English Learners	All Schools	\$5,260,000.00	
1	1.7	Instructional options	Yes	LEA-wide	English Learners Low Income	All Schools	\$6,150,000.00	
1	1.9	Post-secondary readiness	Yes	LEA-wide	Low Income	All Schools	\$2,195,000.00	
2	2.1	Increase parent engagement	Yes	LEA-wide	Low Income	All Schools	\$3,880,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	FACE support	Yes	LEA-wide	English Learners Low Income	All Schools	\$530,000.00	
3	3.1	Improve attendance	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$5,100,000.00	
3	3.2	Mental and physical health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,415,000.00	
3	3.3	Counseling support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,260,000.00	
3	3.5	Foster youth support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$275,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$157,066,751.00	\$113,585,733.00

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	\$8,767,500.00	\$10,631,883
1	1.2	Effective instruction	Yes	\$4,865,000.00	\$5,511,461
1	1.3	Instructional materials	No	\$7,353,000.00	\$2,132,300
1	1.4	Technological resources	Yes	\$6,391,166.00	\$14,061,623
1	1.5	Broad course of study	Yes	\$21,034,090.00	\$27,079,280
1	1.6	English learners	Yes	\$5,898,000.00	\$6,107,507
1	1.7	Instructional options	Yes	\$6,194,300.00	\$6,347,726
1	1.8	Students with disabilities	No	\$1,600,000.00	\$979,257
1	1.9	Post-secondary readiness	Yes	\$1,863,000.00	\$2,145,210
1	1.10	Reduction of class size	No	\$22,600,000.00	\$11,172,080

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	\$500,000.00	\$4,147,824
2	2.2	FACE support	Yes	\$4,621,617.00	\$2,080,861
2	2.3	Parents of SWD	No	\$0.00	0
3	3.1	Improve attendance	Yes	\$5,758,606.00	\$4,971,466
3	3.2	Mental and physical health	Yes	\$10,097,472.00	\$11,801,129
3	3.3	Counseling support	Yes	\$2,900,000.00	\$3,690,956
3	3.4	Upgrade facilities	No	\$46,383,000.00	\$520,477
3	3.5	Foster youth support	Yes	\$240,000.00	\$204,693

2021-22 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)
\$80,711,711.00	\$66,062,751.00	\$78,015,413.00	(\$11,952,662.00)	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	\$6,918,500.00	\$9,162,124		
1	1.2	Effective instruction	Yes	\$3,350,000.00	\$4,178,581		
1	1.4	Technological resources	Yes	\$6,391,166.00	\$5,207,363		
1	1.5	Broad course of study	Yes	\$20,249,090.00	\$27,079,280		
1	1.6	English learners	Yes	\$5,050,000.00	\$4,859,373		
1	1.7	Instructional options	Yes	\$5,967,300.00	\$6,347,726		
1	1.9	Post-secondary readiness	Yes	\$1,513,000.00	\$1,493,112		
2	2.1	Increase parent engagement	Yes	\$500,000.00	\$3,876,431		
2	2.2	FACE support	Yes	\$1,951,617.00	\$529,742		
3	3.1	Improve attendance	Yes	\$5,758,606.00	\$4,971,466		
3	3.2	Mental and physical health	Yes	\$5,273,472.00	\$6,414,566		
3	3.3	Counseling support	Yes	\$2,900,000.00	\$3,690,956		

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	\$240,000.00	\$204,693		

2021-22 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)
\$270,182,853	\$80,711,711.00	0	29.87%	\$78,015,413.00	0.00%	28.88%	\$2,696,298.00	1.00%

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

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
ANAHEIM UNION HIGH SCHOOL DISTRICT**

**RESOLUTION AND ORDER OF BIENNIAL TRUSTEE ELECTION AND
SPECIFICATION OF THE ELECTION ORDER**

RESOLUTION NO. 2021/22-BOT-04

June 9, 2022

On the motion of Trustee _____ and duly seconded, the following resolution was adopted:

WHEREAS, the election of governing board members is ordered by law pursuant to Education Code Section 5000, to fill the office of members whose terms expire on December 9, 2022, next succeeding election;

NOW, THEREFORE, BE IT RESOLVED that pursuant to the authority of Education Code Sections 5304 and 5322, the County Superintendent of Schools, Orange County, is hereby informed of the specifications of the election order for the forthcoming Biennial Governing Board Election to be held on Tuesday, November 8, 2022.

The County Superintendent is further ordered to consolidate this election in accordance with Education Code Sections 5340 and 5342.

The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees, on June 2022, by the following roll call vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA)
)
) SS
)
COUNTY OF ORANGE)

Resolution No. 2021/22-BOT-04

I, Michael B. Matsuda, superintendent of the Anaheim Union High School District of Orange County, California, and secretary to the Board of Trustees thereof, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board of Trustees at the regular meeting thereof held on the 9th day of June 2022, and passed by a roll call vote of all members of said board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 9th day of June 2022.

Michael B. Matsuda
Superintendent and
Secretary to the Board of Trustees

Declaring Certain Equipment as Unusable, Obsolete, and/or Out-of-Date and Ready for Sale, or Destruction	
Quantity	Description
1	Amplifier, Classroom
3	Anvils
3	Arc Welder
1	Band Saw
691	Chromebook
40	Computer Desktop
1	Computer Keyboard
24	Computer Laptop
54	Computer Monitor
13	Document Camera
3	Drill Press
1	Grinder
2	Heated Cabinet
1	Hot & Cold Box
9	Industrial Work Tables
1	Kiln
1	Laithe
141	Laptop Stream
31	Monitor
1	Planer
1	Polisher
1	Press Machine
2	Printer
11	Projector
1	Sanding Wheel
2	Server Rack Fan Kit
1	Sheet Metal Bender
4	Timpani
1	Typewriter
3	VCR
9	Vices
1	Wire Wheel

**Declaring Certain Books as Unusable, Obsolete,
and/or Out-of-Date and Ready for Sale, or Destruction**

EXHIBIT D

Description	Quantity	Publication Date	General Condition	Reason For Disposition	Compliant Y/N
English Language Development					
Grandfathers Journey	14	Outdated	Fair	Obsolete	No To Be Sold
Mufaros Beautiful Daughters	12	Outdated	Fair	Obsolete	No To Be Sold
My Very Own Room	6	Outdated	Fair	Obsolete	No To Be Sold
Stellaluna	8	Outdated	Fair	Obsolete	No To Be Sold
The Wall	30	Outdated	Fair	Obsolete	No To Be Sold
When I Was Young in the Mountains	10	Outdated	Fair	Obsolete	No To Be Sold
Foreign Language					
Bien Dit 1	73	Outdated	Fair	Obsolete	No To Be Sold
Bien Dit 2	51	Outdated	Fair	Obsolete	No To Be Sold
Bien Dit 3	31	Outdated	Fair	Obsolete	No To Be Sold
Government					
Government by the People	31	Outdated	Fair	Obsolete	No To Be Sold
Magraders American Government	325	Outdated	Fair	Obsolete	No To Be Sold
History					
World History The Modern Era	8	Outdated	Fair	Obsolete	No To Be Sold
Library					
Library Books Misc.	63	Outdated	Fair	Obsolete	No To Be Sold
Psychology					
Psychology and You (3rd Edition)	38	Outdated	Fair	Obsolete	No To Be Sold
Social Studies					
The Americans: Reconstruction	148	Outdated	Fair	Obsolete	No To Be Sold
Spanish					
Abriendo Paso Gramatica	13	Outdated	Fair	Obsolete	No To Be Sold
Abriendo Puertas	22	Outdated	Fair	Obsolete	No To Be Sold
Avancemos 2	76	Outdated	Fair	Obsolete	No To Be Sold
Encuentros Maravillosos	7	Outdated	Fair	Obsolete	No To Be Sold
Entre Mundos	372	Outdated	Fair	Obsolete	No To Be Sold
Momentos Cumbres	37	Outdated	Fair	Obsolete	No To Be Sold
Nuevas Vistas 1	52	Outdated	Fair	Obsolete	No To Be Sold
Nuevas Vistas 2	96	Outdated	Fair	Obsolete	No To Be Sold
Reflexiones	19	Outdated	Fair	Obsolete	No To Be Sold
Spanish Dictionary	12	Outdated	Fair	Obsolete	No To Be Sold
TU Mundo	228	Outdated	Fair	Obsolete	No To Be Sold
Spanish Novel					
Bodas de Sangre	8	Outdated	Fair	Obsolete	No To Be Sold
Cronica de una Muerte Anunciada	1	Outdated	Fair	Obsolete	No To Be Sold
El Aleph	2	Outdated	Fair	Obsolete	No To Be Sold
Fiesta al Noroeste	16	Outdated	Fair	Obsolete	No To Be Sold
La Casa de Bernarda Alba	10	Outdated	Fair	Obsolete	No To Be Sold
Maria Matute-Obra Escogida	14	Outdated	Fair	Obsolete	No To Be Sold

BOT 6/9/2022

**Declaring Certain Books as Unusable, Obsolete,
and/or Out-of-Date and Ready for Sale, or Destruction**

Description	Quantity	Publication Date	General Condition	Reason For Disposition	Compliant Y/N
Niebla	14	Outdated	Fair	Obsolete	No To Be Sold
Poema del Canto Jondo	12	Outdated	Fair	Obsolete	No To Be Sold
San Manuel Bueno, Martir	9	Outdated	Fair	Obsolete	No To Be Sold
Yerma	18	Outdated	Fair	Obsolete	No To Be Sold

ANAHEIM UNION HIGH SCHOOL DISTRICT

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

BOARD OF TRUSTEES
Minutes
Thursday, May 5, 2022

UNADOPTED**1. CALL TO ORDER–ROLL CALL**

Board President Jabbar called the regular meeting of the Anaheim Union High School District Board of Trustees to order at 2:17 p.m.

Present: Al Jabbar, president; Brian O’Neal, clerk; Katherine H. Smith, assistant clerk; Annemarie Randle-Trejo and Anna L. Piercy, members; Michael B. Matsuda, superintendent; Jaron Fried, Ed.D., Brad Jackson, and Nancy Nien, Ph.D., assistant superintendents; and Karl H. Widell, District counsel.

2. ADOPTION OF AGENDA

Staff requested the following amendments to the agenda:

- Replace page 3 of the agenda to include the following student names under item 7.3: Christopher Cervantes; Devora Estrada; and Michelle Muñoz.
- Exhibit LLL, replace pages 3 through 5, to list all monthly salaries as whole dollars.
- Exhibit NNN, replace the cost amount on number 4. A.
- Exhibit PPP, replace page 2 to reflect dissenting vote under item 6.3.3.

On the motion of Trustee O’Neal, duly seconded and unanimously carried, the Board of Trustees adopted the amended agenda.

3. STUDY SESSION

The Facilities Department provided a study session regarding the Facilities Master Plan update.

4. PUBLIC COMMENTS, CLOSED SESSION ITEMS

There were no requests to speak.

5. CLOSED SESSION

The Board of Trustees entered closed session at 3:24 p.m.

6. RECONVENE MEETING, PLEDGE OF ALLEGIANCE, AND CLOSED SESSION REPORT OUT**6.1 Reconvene Meeting**

The Board of Trustees reconvened into open session at 6:03 p.m.

6.2 **Pledge of Allegiance and Moment of Silence**

Student Representative to the Board of Trustees Abdullah Fattahi led the Pledge of Allegiance to the Flag of the United States of America and provided a moment of silence.

6.3 **Closed Session Report**

Board Clerk O'Neal reported the following actions taken during closed session.

6.3.1 No reportable action taken regarding public employee performance evaluation, superintendent.

6.3.2 No reportable action taken regarding unrepresented employee, superintendent.

6.3.3 No reportable action taken regarding negotiations.

6.3.4 No reportable action taken regarding personnel.

6.3.5 The Board of Trustees unanimously voted to accept the agreement with employee HR-2021-22-268.

6.3.6 The Board of Trustees unanimously voted to make the following appointments:

Adela Cruz, director, School Mental Health and Wellness, effective July 1, 2022
Scott Sangren, director, Transportation, effective May 2, 2022

6.3.7 The Board of Trustees unanimously voted to make the following appointment, effective July 1, 2022:

Joe Carmona, controller

6.3.8 The Board of Trustees unanimously voted to make the following appointment, effective July 1, 2022:

Aaron Chau, principal, Magnolia High School

6.3.9 The Board of Trustees unanimously voted to make the following transfers, effective July 1, 2022:

Nancy Cortez, from Savanna High School to Anaheim High School
Jana Kovar, from Western High School to Cypress High School
Michele Surfas, from Cypress High School to Katella High School

The Board of Trustees unanimously voted to make the following appointments, effective July 1, 2022:

Sergio Hernandez, assistant principal, Anaheim High School
Agustin Zavala, assistant principal, Anaheim High School
Joanna Peters, assistant principal, Dale Junior High School
Yuliana Connely, assistant principal, Katella High School
Amanda Bryant, assistant principal, Kennedy High School
Maryanna Lee, assistant principal, Lexington Junior High School
Lauren Choi, assistant principal, Loara High School

Randy Poggio, assistant principal, Magnolia High School
Erika Yi, assistant principal, Savanna High School
Patricia Ibarra, assistant principal, Western High School
Lorena Stout, assistant principal on special assignment, Title IX Coordinator

6.3.10 The Board of Trustees took formal action, with a 5-0 vote, to approve the expulsion of student 21-29 and suspended the expulsion of student 21-25.

Aaron Chau asked everyone to take a breath of gratitude, humility, and kindness with him. Mr. Chau thanked everyone for the opportunity and said he will devote his energy to his students, as well as the District. In addition, he introduced his family and thanked them all for their unwavering support.

Adela Cruz began by thanking President Jabbar, the entire Board, and Cabinet. She expressed her gratitude to serve students with mental health and shared a student story. In addition, she introduced her family and praised her team for their work.

Joe Carmona said he is humbled and excited for the new challenge in his career. He thanked the Board and Cabinet for entrusting him with this opportunity, as he will continue to serve the District and our students to the best of his abilities.

Scott Sangren thanked the Board, Cabinet, staff, and community for this new opportunity. He introduced his family and thanked them for their continual support. Additionally, he thanked his staff and prior directors for this journey.

Sergio Hernandez said he's ecstatic for this opportunity; he introduced his family, and thanked everyone, especially our Board, Cabinet, and staff.

Agustin Zavala acknowledged diversity and said it's important to embrace all cultures. He thanked the Board and Cabinet, as well as expressed he is humbled and thankful for this new opportunity.

Joanna Peters thanked the Board and Cabinet for the opportunity. Additionally, she thanked the staff from Dale Junior High School, introduced her children and thanked them for all their support. She promises to love and support our students to the best of her ability.

Yuliana Connely, acknowledged the Board and Cabinet for the amazing opportunity. She also thanked the Special Youth Services Department and is looking forward to the new journey, as she is a product of the District and looks forward to her work at Katella High School. Lastly, she introduced her sons.

Amanda Bryant thanked the Board, Cabinet, Dr. Hernandez, as well as staff and her family. She looks forward to be a servant leader and is excited to be part of the Fighting Irish team.

Maryanna Lee is honored to be part of our District and is very proud for this new opportunity. She is excited to work with this community as she also speaks Spanish and Korean, to better serve our families. Lastly, she introduced her family.

Lauren Choi expressed her sincere gratitude to the Board and Cabinet to be able to serve at Loara High School. She acknowledged her family especially her parents. Mrs. Choi said she's honored and grateful, as well as privileged to serve the District.

Randy Poggio stated he is honored to serve the community of Magnolia High School and will continue to advocate for public education. He thanked his family for their support and guiding him, as well as the LEAD program. Additionally, he hopes to serve to the best of his abilities.

Erika Yi thanked Superintendent Matsuda, Cabinet, and Board members and looks forward to working with students and families at Savanna High School. She also thanked her family.

Patricia Ibarra thanked the Board and Cabinet. She said she is honored and humble for the opportunity, she will miss Dale Junior High School, but looks forward to working with Western High School. Lastly, she thanked her family, friends, and introduced her sons.

Lorena Stout thanked the Board, Cabinet, and her family. In addition, she thanked District administration for their mentorship. She stated she is forever grateful and looks forward to continue serving in this capacity.

7. **RECOGNITIONS**

7.5 **Doug Chaffee, Orange County Supervisor, District Four, and Paulette Chaffee**

The Board of Trustees recognized Orange County District Four Supervisor, Doug Chaffee, and his wife, Paulette Chaffee, for securing grant funding in the amount of \$155,856 for the performing arts booster clubs within Orange County District Four. The programs receiving funding were:

- Anaheim High School Colonist Band and Pageantry Booster Club
- Anaheim High School Performing Arts Conservatory Boosters
- Katella High School Band and Color Guard Boosters
- Katella Vocal Music Association
- Loara Band Booster Club
- Magnolia High School Sentinel Regiment Booster Club
- Savanna Band and Pageantry Booster Organization
- Western High School Pioneer Regiment Boosters

Each organization received a check from the County of Orange in the amount of \$19,482 and grant funding originated from the American Rescue Plan Act.

7.1 **Student Representative to the Board of Trustees**

The Board of Trustees honored Abdullah Fattahi for his service as student representative to the Board during the 2021-22 year.

7.2 **2021-22 AUHSD Student Ambassadors**

The Board of Trustees honored the District's student ambassadors for their service during the 2021-22 year. The ambassadors serve as official spokespersons for all of the District's students at special ceremonies, events, and functions. The student leaders are also deeply embedded in the District's governance structure and actively provide the "student voice" wherever possible. The following students were recognized for this important contribution to the District.

Sebastian Matta
Katheryn Kuroda

Anaheim High School
Cambridge Virtual Academy

Eunice Kim
Mari Meza
Adrian Barrios
Esmeralda Feregrino
Alvaro Uribe
Cintya Felix
Rahi Patel
Suvan Ravi
Daniel Boulom
Nicholas Dinh

Cypress High School
Gilbert High School
Hope School
Katella High School
Kennedy High School
Loara High School
Magnolia High School
Oxford Academy
Savanna High School
Western High School

President Jabbar exited the meeting at 7:26 p.m.

Clerk O'Neal conducted the meeting at 7:26 p.m.

7.3 **Culinary Arts Programs**

The Board of Trustees recognized the culinary arts students and teachers from Anaheim, Cypress, Gilbert, Katella, Savanna, and Western high schools. Throughout the 2021-22 year, the culinary arts students prepared and served delicious dinners for the Board of Trustees prior to each Board of Trustees' meeting. The following teachers and students were recognized for their culinary arts talents.

Anaheim High School

Robert Pulice, Teacher
Erik Meza Gijon
Mario Valdespino

Cypress High School

Eleni Karapoulos, Teacher
Eric Arevalo
Marcus Gebhard
Karelle Kholoma
Daniel Rios-Jones
Deborah Trinh
Pablo Valle

Gilbert High School

Jason Jassman, Teacher
Hulber Castillo
Christopher Cervantes
Devora Estrada
Samee Hussien
Justin Lopez
Michelle Muñoz

Katella High School

Stacey Izabal, Teacher

Savanna High School

Bob Moonswami, Teacher
Josue Benitez
Tyler Hernandez
Gilberto Ortiz Navarro

Western High School

Corey Mead, Teacher
Maria Correa
Griselda Hernandez-Gomez
Maria Serrano

7.4 **Western High School, Division IV Southern Section, CIF Boys' Basketball Champions**

Background Information:

The Board of Trustees recognized the Western High School Boys' Varsity Basketball Team, for their outstanding performance in becoming the Division 4A CIF Basketball Champions. The team captured the championship on Friday, February 25, 2022. It is the school's first CIF title in basketball. The team defeated Dos Pueblos of Goleta in the championship game 65-49. Head Coach Marc Harrison gives much of the credit to the success of the team to the return of long-time head coach Joseph Aihara's, as he returned to the program this year as an assistant. The team was a true example of the 5Cs that the District strives for.

7.5 This item was moved forward in the agenda.

8. **REPORTS**

8.1 **Student Representative's Report**

Student Representative to the Board Abdullah Fattahi gave his final report. He noted the work for the RSVPs and shared that most school sites are having their prom's and planning for grad nite. Abdullah also gave a shout out to Western High School sport teams. He said students are studying hard for exams and thanked everyone for the opportunity to serve as the student representative to the Board.

President Jabbar entered the meeting at 7:43 p.m.

8.2 **Student Speakers**

8.2.1 Jade Orr, Oxford Academy student, spoke about the LGBTQ+ issues that students are facing and thanked the Board for the safe spaces at schools.

8.2.2 Marianne Eliar, Gilbert High School student, read a message from Gilbert High School student Adrian, regarding LGBTQ+. In addition, she thanked the Board for providing resources and safe spaces in our schools.

8.2.3 Augustine Huey and Nolan Oshiro, Cypress High School Gay Student Alliance club, expressed the great efforts happening at the school sites to provide safe spaces for all students. She said the District is doing great work to pave the way.

8.3 **Reports of Associations**

Grant Schuster, ASTA president, addressed the Board regarding the Gay Student Alliance clubs at our school sites. He thanked all educators, as well as recognized Christine Goosen, Jennifer Hung, and Susan Larson for their service as members in ASTA. In addition, he shared about the Network for Public Education Conference and read two quotes.

Amanda Bean, ALTA representative, welcomed all new administrators to their new roles. She spoke about STEAM-A-Palooza and the Capstone Showcase, which will be offered next year for all of our school sites. In addition, she looks forward to graduation and all the summer programs available for all students.

Karina Bradford, APGA representative, said she's honored to support and work with our Counselors. Additionally, the Sycamore Junior High School counseling team provided a student story about gender identity. The Anaheim High School counseling team also shared a story about a struggling student.

8.4 **Parent Teacher Student Association (PTSA) Report**

There was no report.

9. **PUBLIC COMMENTS, OPEN SESSION ITEMS**

9.1 Stephanie Camacho Van Dyke, director of advocacy and education, LGBTQ Center of OC, who works closely with the school sites Gay Student Alliance clubs spoke in support of the LGBTQ+ resolution.

President Jabbar exited the meeting at 8:18 p.m.

Clerk O'Neal conducted the meeting at 8:18 p.m.

- 9.2 Bev Berekian, District teacher, addressed all the changes and support for LGBTQ+ students, as well as the resolution.
- 9.3 Shanin Ziemer said she's grateful for Brian Belski and requested that the Board pass a resolution in support of the Arts. She also thanked staff for the work and resources provided to our community.
- 9.4 Juana Reyes, Sycamore Junior High School parent, thanked the Board for providing mental health resources for our students, which is greatly needed.
- 9.5 Maritza Bermudez, Sycamore Junior School parent, said she's moved by the work on mental health, the LGBTQ+, and all the positive things happening in our District.
- 9.6 Rosa Isela Pescador, community member, is thankful for the mental health awareness at our school sites, as it will help our parents and community.
- 9.7 Max Lopez, community member, spoke about mental health needs and provided data. He also encouraged the Board to join the extensive support available through other Orange County resources.

10. ITEMS OF BUSINESS

RESOLUTIONS

10.1 **Resolution No. 2021/22-E-25, Enhancing Supports and Resources for LGBTQ+ Students**

Background Information:

The District prides itself on its diversity and inclusiveness, providing safe and welcoming spaces for students, regardless of race, ethnicity, national origin, language, disability status, gender expression or identity, as well as sexual orientation. As many as 10.3 percent of California students in middle and high schools identify as lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, gender nonconforming, gender fluid, and gender nonbinary (LGBTQ+). Youth identifying as LGBTQ+ are overrepresented in the populations of youth experiencing homelessness; youth who are the victims of bullying and discrimination; and youth who have attempted or died as a result of suicide.

Current Consideration:

The Board of Trustees was requested to adopt Resolution No. 2021/22-E-25, Enhancing Supports and Resources for our LGBTQ+ Students. This resolution will support our LGBTQ+ community by celebrating the achievements and contributions of the LGBTQ+ community. This can be achieved through various recognitions including, but not limited to: AUHSD Pride Week, LGBTQ+ Pride Month, LGBTQ+ History Month, National Coming Out Day, and Transgender Day of Remembrance, consistent with the District's Ethnic Studies framework, which includes curriculum around contributions of LGBTQ+ individuals.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Randle-Trejo and duly seconded, following discussion, the Board of Trustees adopted Resolution No. 2021/22-E-25. The roll call vote follows.

President Jabbar entered the meeting at 8:41 p.m.

Ayes: Trustees Piercy, Randle-Trejo, Smith, O'Neal, and Jabbar

10.2 **Resolution No. 2021/22-HR-08, Classified School Employee Week, May 15-21, 2022**

Background Information:

Since 1986, California has taken the third week in May to honor the invaluable contributions of classified school employees. From the time students board a school bus to the time they head home at the end of the day, every aspect of their educational experience is impacted by a classified school employee.

The Board of Trustees recognizes that classified school employees play crucial roles in education. From transporting and feeding students to teaching them vital skills and ensuring that schools are operating smoothly, classified employees are integral to the District and public education.

Current Consideration:

Resolution No. 2021/22-HR-08 declares May 15, 2022, through May 21, 2022, Classified School Employee Week. Classified employees will be recognized for their valuable services to the schools and students of the Anaheim Union High School District.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Randle-Trejo and duly seconded, the Board of Trustees adopted Resolution No. 2021/22-HR-08. The roll call vote follows.

Ayes: Trustees Piercy, Randle-Trejo, Smith, O'Neal, and Jabbar

EDUCATIONAL SERVICES

10.3 **School-Sponsored Student Organizations**

Background Information:

The Board of Trustees shall give approval for the establishment of all student organizations. The proposed organizations shall not engage in any activities, other than those that are organizational in nature, until the Board of Trustees has approved its application.

Current Consideration:

The following schools have submitted school-sponsored student organization applications:

10.3.1 Katella Music Club, Katella High School

10.3.2 Mag La Mode, Magnolia High School

10.3.3 Raising Student Voice and Participation (RSVP), Savanna High School

10.3.4 Builders Club of Dale Jr. High School, Dale Junior High School

10.3.5 Walker JHS Gardening Club, Walker Junior High School

Budget Implication:

Each school-sponsored student organization offsets operational costs through donations and fundraising efforts.

Action:

On the motion of Trustee Piercy, duly seconded and unanimously carried, following discussion, the Board of Trustees approved the school-sponsored organization applications.

The student representative to the Board of Trustees cast his preferential vote for the school-sponsored organization.

10.4 **Revised Board Policy 8900 (5145.3), Nondiscrimination/Harassment, First Reading**

Background Information:

The District is continuing the process of reviewing Board policies, administrative regulations, and bylaws to ensure conformity with the recommendations of the California School Boards Association (CSBA) through the Gamut Online System. Gamut is an online policy information service that incorporates the complete CSBA Policy Update Reference Manual, which contains more than 650 sample policies, regulations, and exhibits, and is updated continually.

Current Consideration:

Board Policy 8900, Nondiscrimination/Harassment was last revised in 2015. This revision provides updates to and clarification of the policy, as indicated by strikethrough and insertion on the exhibit. In addition, this revision incorporates a new comprehensive administrative regulation to support implementation and enforcement of the policy, including recent updates issued by CSBA in December 2021 relating to issues unique to intersex, nonbinary, transgender, and gender-nonconforming students.

Budget Implication:

There is no impact to the budget.

Action:

Although this was an information item only, requiring no formal action by the Board of Trustees, the Board reviewed revised Board Policy 8900 (5145.3), Nondiscrimination/Harassment.

10.5 **Revised Board Policy 7610, Physical Education and Activity, First and Final Reading**

Background Information:

The District is continuing the process of reviewing Board policies, administrative regulations, and bylaws to ensure conformity with the recommendations of the California School Boards Association (CSBA) through the Gamut Online System, as well as changes in legislation and California Education Code.

Current Consideration:

Board Policy 7610, Physical Education and Activity was last reviewed in 2016. The Education Division is submitting a revised and updated policy for review. The District is eligible for review every two years. Feedback from the CDE reviewers indicated that this Board policy needed to be updated. These updates are required to be completed within 45 days. Due to this deadline, it was requested that an approval to this policy be made at the first reading.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee O'Neal, duly seconded and unanimously carried, the Board of Trustees approved revised Board Policy 7610, Physical Education and Activity.

10.6 **Revised Board Policy 91300 (6020); 91300 AR, Parent and Family Engagement, First and Final Reading**

Background Information:

The District is continuing the process of reviewing Board policies, administrative regulations, and bylaws to ensure conformity with the recommendations of the California School Boards Association (CSBA) through the Gamut Online System, as well as changes in legislation and California Education Code.

Current Consideration:

Board Policy 91300 (6020), Parent and Family Engagement was last reviewed in April 2018. The Education Division is submitting a revised and updated policy for review. The District is eligible for review every two years. Feedback from the CDE reviewers indicated that this Board policy needed to be updated. These updates are required to be completed within 45 days. Due to this deadline, it was requested that an approval to this policy be made at the first reading.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Piercy, duly seconded and unanimously carried, the Board of Trustees approved revised Board Policy 91300 (6020);91300-AR, Parent and Family Engagement.

10.7 **Parent and Family Engagement Policies, Ball Junior High School, Anaheim High School, and Savanna High School**

Background Information:

The governing board of each school district shall establish and adopt a written parent and family engagement policy and program for each school in the district that receives funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). Board Policy 91300 (6020), Parent and Family Engagement, reflects this requirement within the administrative regulations.

Current Consideration:

The Parent and Family Engagement policies for Ball Junior High School, Anaheim High School, and Savanna High School were presented for approval.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, following discussion, the Board of Trustees approved the policies.

10.8 **Agreement, Enabling Technologies, Corp. of Florida**

Background Information:

The District is expanding its use of cloud-based resources and services for network infrastructure and disaster recovery. The District is looking to leverage the Microsoft Azure platform to secure our Active Directory user accounts to improve our security posture. Microsoft Azure is a cloud computing service created by Microsoft for building, testing, deploying, as well as managing applications and services through Microsoft-managed data centers. Active Directory accounts are the main District user accounts used for most of our applications.

Current Consideration:

Enabling Technologies, Corp. (Enabling) is a Microsoft gold partner for cloud services. The District intends to use Enabling to setup a roadmap and initial implementation for multi-factor authentication logins using the Microsoft Azure platform. While the total project cost is \$3,500, Enabling will request Microsoft funding to subsidize the project. The District will only proceed with the project if Microsoft funds the project.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Piercy, duly seconded and unanimously carried, following discussion, the Board of Trustees approved the agreement.

HUMAN RESOURCES

10.9 **Public Hearing, Disclosure of Collective Bargaining Agreement with CSEA**

Background Information:

The Board of Trustees is requested to hold a public hearing on the collective bargaining agreement with the California School Employees Association (CSEA) for the 2021-22 year, in accordance with AB 1200 (Statutes of 1991, G.C. 3547.3, Chapter 1213). Copies of the disclosure are available for review and study in the Business Office, 501 N. Crescent Way, Anaheim, California 92801.

Current Consideration:

After the negotiation process with CSEA has concluded, the collective bargaining agreement was presented to the public via a Board of Trustees' meeting. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the agreement.

Budget Implication:

There is no impact to the budget.

Action:

Although this was an information item only, requiring no formal action by the Board of Trustees, the Board formally opened the public hearing to provide the public an opportunity to speak on the proposed agreement.

Trustee Jabbar opened the public hearing at 8:54 p.m.

There were no requests to speak.

Trustee Jabbar closed the public hearing at 8:54 p.m.

10.10 **Adoption of the 2021-22 Collective Bargaining Agreement with CSEA**

Background Information:

The District entered into contract negotiations with the California School Employees Association (CSEA) for a successor agreement after proposals were brought forth by both parties. Negotiations were held and a tentative agreement was reached by both parties and ratified by CSEA.

Current Consideration:

The tentative agreement includes a 3.5 percent increase on the salary schedule retroactive to July 1, 2021.

Budget Implication:

The increase for the 3.5 percent salary schedule increase will impact the budget with an additional estimated expense of \$1,575,164 per year. (General Fund)

Action:

On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees adopted the 2021-22 collective bargaining agreement with CSEA, pending ratification by unit members of CSEA.

10.11 **Declaration of Need for Fully Qualified Educators**

Background Information:

The Declaration of Need for Fully Qualified Educators is a requirement established by the California Commission on Teacher Credentialing (CCTC) to permit the District to employ certificated staff members in certain identified areas of need. When the District is unable to find a suitable, fully prepared teacher for an assignment, despite its diligent efforts, the District is permitted to hire teachers with alternate teaching permits.

Current Consideration:

The Declaration of Need for Fully Qualified Educators fulfills the CCTC requirements for hiring teachers with alternate authorizations and interns for subject areas that are difficult to fill. The declaration permits the District to hire teachers with an emergency Cross-Cultural and Language Development (CLAD), Bilingual Cross-Cultural and Language Development (BCLAD), Language, Speech and Hearing, or Special Class Authorization, as well as allowing the District to apply for a Provisional Internship Permit (PIP) and/or a short-term staff permit (STSP), which is used for acute staffing in subject areas that are difficult to fill. Many California districts experience shortages of teachers in these areas.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Piercy, duly seconded and unanimously carried, the Board of Trustees approved the Declaration of Need for Fully Qualified Educators, as required by the State Commission on Teacher Credentialing.

SUPERINTENDENT'S OFFICE

10.12 Superintendent Contract and Compensation

Background Information:

On May 6, 2021, the Board of Trustees approved a second addendum to the May 7, 2019, employment agreement for the Superintendent, extending the period of employment to end on June 30, 2025.

Current Considerations:

As a matter of annual review, it is respectfully requested that the Board of Trustees consider extending by one year the employment agreement with the Superintendent. In addition, the Superintendent's employment agreement indicates that the Board of Trustees may annually review the Superintendent's salary and, with consent of the Board of Trustees, may increase the salary at any time during the agreement.

Budget Implication:

There is not a known budget impact at this time.

Action:

On the motion of Trustee Randle-Trejo and duly seconded, the Board of Trustees discussed the Superintendent's contract and compensation. Trustee O'Neal introduced a motion, duly seconded, to increase the Superintendent's salary by 6 percent. On the motion of Trustee Jabbar, duly seconded and unanimously carried, following a lengthy discussion, the prior motion was amended to increase the Superintendent's salary by 7 percent. On the motion of Trustee Jabbar, duly seconded and unanimously carried, the Board of Trustees approved the amended motion retroactive to July 1, 2021, and extending the employment agreement through June 30, 2026.

10.13 Employment Agreements, Assistant Superintendent and District Counsel

Background Information:

Employment agreements are required for the District's unrepresented upper-level management employees. On May 6, 2021, the Board of Trustees approved second addenda to the May 7, 2019, employment agreements with the assistant superintendents of Educational Services and Human Resources and District counsel, as well as an addendum to the November 19, 2020, employment agreement with the assistant superintendent, Business Services, extending the period of employment for each to end on June 30, 2025.

Current Considerations:

As a matter of annual review, it is respectfully requested that the Board of Trustees consider extending by one year the employment agreements with Jaron Fried, Ed.D., assistant superintendent, Educational Services; Brad Jackson, assistant superintendent, Human Resources; Nancy C. Nien, Ph.D., assistant superintendent, Business Services; and Karl H. Widell, District counsel.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees approved employment agreements through June 30, 2026, for the following upper-level management employees:

1. Jaron Fried, Ed.D., Assistant Superintendent, Educational Services;
2. Brad Jackson, Assistant Superintendent, Human Resources;
3. Nancy C. Nien, Ph.D., Assistant Superintendent, Business Services; and
4. Karl H. Widell, District Counsel

10.14 **Trustee Monthly Compensation**

Background Information:

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

Current Consideration:

On January 13, 2022, the Board approved an agreement with the Anaheim Secondary Teachers Association (ASTA) that provided a 3.5 percent salary increase retroactive to August 5, 2021. On March 3, 2022, the Board approved a 3.5 percent salary increase retroactive to July 1, 2021, for the Anaheim Leadership Team Association (ALTA). On April 7, 2022, the Board approved a 3.5 percent salary increase retroactive to July 1, 2021, for the Mid-Managers Association (MMA), the Anaheim Personnel and Guidance Association (APGA), and Cabinet, other than the Superintendent. On this Board agenda, the Board is being requested to approve a 3.5 percent salary increase retroactive to July 1, 2021, for the California School Employees Association (CSEA). As a matter of annual review, and to align adjustments to Trustee compensation with District employee groups, it was recommended that the Board of Trustees consider a 3.5 percent increase in individual Trustee compensation effective June 1, 2022.

Budget Implication:

Individual Trustee compensation would increase by \$32.45 per month. (General Fund)

Action:

On the motion of Trustee O'Neal, duly seconded and unanimously carried, the Board of Trustees approved a 3.5 percent increase in individual Trustee compensation from \$927.01 to \$959.46 per month, effective June 1, 2022.

11. **CONSENT CALENDAR**

On the motion of Trustee O'Neal, duly seconded and unanimously carried, following discussion, the Board of Trustees approved all consent calendar items, with the exception of items 11.11, Exhibit Y, and 11.12 pulled by Trustee O'Neal, as well as 11.22, pulled by Trustee Randle-Trejo. The roll call vote follows.

Ayes: Trustees Piercy, Randle-Trejo, Smith, O'Neal, and Jabbar

BUSINESS SERVICES

11.1 **Inter-Agency Agreement, Vibrant Minds Charter School**

Background Information:

In July 2020, Vibrant Minds Charter School asked the Food Services Department to become their School Food Authority in order to meet the State meal mandate passed in 1975. The

mandate requires school districts, including charter schools, to provide nutritious meals for all enrolled students. Vibrant Minds Charter School does not have adequate facilities to provide meal service to their students.

Current Consideration:

This one-year agreement to provide meals to Vibrant Minds Charter School generates revenue from meals served and provides a community service. Services will be provided July 1, 2022, through June 30, 2023.

Budget Implication:

This agreement generates revenue from meals served. (Cafeteria Funds)

Action:

The Board of Trustees approved the agreement with Vibrant Minds Charter School.

11.2 **Agreement, Abound Food Care**

Background Information:

At the August 13, 2020 Board meeting, the Trustees approved an agreement with Waste Not OC, a community-based organization, whose mission is to help end hunger and reduce food waste in Orange County. The agreement included authorizing Waste Not OC to place their freezer storage container at Anaheim High School to facilitate the collaboration with the Community School Program, which is currently functioning at this school site.

Current Consideration:

The District was recently notified that Waste Not OC had been dissolved in March 2021. A new entity, Abound Food Care, was established to carry on the mission of Waste Not OC, under the same leadership. Continuing services with Abound Food Care is in the best interest of the District to ensure that meals continue to be provided to our students and families. Abound Food Care will also be responsible for the costs associated with the maintenance, and eventual removal of the freezer storage container. Services are being provided April 1, 2022, through March 31, 2025.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees ratified the agreement.

11.3 **Agreement, Health Science Associates**

Background Information:

At the May 2021, Board meeting, the Trustees approved the agreement with Health Science Associates to perform quarterly asbestos inspections, sampling, and testing for the swimming pools at Katella, Savanna, and Western high schools. This agreement has expired and it is important to continue the quarterly services for student safety.

Current Consideration:

The District desires to continue utilizing Health Science Services to conduct the aforementioned quarterly services for the pools at Savanna and Western high schools. These services are no longer needed for the Katella High School pool as it will soon undergo a major renovation.

Budget Implication:

Services will be provided at an annual cost of \$37,100 for quarterly inspections, sampling, and testing, as well as \$7,900 for other related services, for a total annual cost not to exceed \$45,000. Services are being provided January 1, 2022, through May 5, 2023. (Routine Restricted Fund)

Action:

The Board of Trustees ratified the agreement with Health Science Associates.

11.4 **Agreement, California School Management (CSM) Consulting, Inc.**

Background Information:

E-Rate is administered by the Universal Service Administrative Company (USAC), under the direction of the Federal Communications Commission (FCC), and provides discounts to assist most schools and public libraries in the United States to obtain affordable telecommunication services, equipment, software, and internet access.

Current Consideration:

The Education and Information Technology (EIT) Department utilizes E-Rate consultants to provide assistance including, but not limited to: E-Rate from filing, process, guidance, audit documentation, document management, telecommunication services review, and fund collection. The agreement brings highly-specialized and unique expertise to the District and is considered crucial to the E-Rate funding. In the current cycle, the District applied for more than \$1,500,000 in funding. To date, the District has been approved for more than \$25,000,000 in E-Rate funding over the life of the program.

The agreement shall commence July 1, 2022, through June 30, 2024, renewable annually for up to three additional years by the District's director of Purchasing and Central Services.

Budget Implication:

Services will be provided at a cost not to exceed \$27,600 annually. (General Fund)

Action:

The Board of Trustees awarded an agreement to California School Management (CSM) Consulting, Inc., pursuant to Government Code 53060, for a period of two years. The agreement will be reviewed annually and will be approved or terminated by the District's director of Purchasing and Central Services for up to three additional one-year terms.

11.5 **Award of Audio-Visual Equipment Bid**

Background Information:

There are various audio-visual items that the District anticipates needing during the school year; such items would include LCD projectors, LED televisions, classroom audio devices, document cameras, and other related equipment. This bid will establish the District's standards of audio-visual equipment including discounted pricing, and is renewable for up to five years.

Current Consideration:

All teachers, site technicians, and administration were afforded the opportunity to provide feedback about the current District audio-visual equipment on the previous bid. The information compiled was utilized to establish the new equipment standard.

The suppliers will commence providing equipment May 6, 2022, through June 30, 2023,

and will be reviewed annually with the option to renew by the District's director of Purchasing and Central Services for up to four additional years.

The following were the lowest, most responsible, and responsive bidders:

<u>Bid#</u>	<u>Type</u>	<u>Award</u>	<u>Estimated Amount</u>
2022-19	Audio-Visual Equipment	Adorama, Inc.	\$79,057
		Arey Jones Educational Solutions	\$8,825
		Bluum USA, Inc.	\$533,989
		ELB US, Inc.	\$48,000
		Guitar Center Stores	\$59,213
		Howard Technology Solutions, a division of Howard Industries, Inc.	\$137,650
		NSAV Solutions	\$97,578
		Pathway Communications LTD	\$1,145,091
		Sehi Computer Products, Inc.	\$745,800
		Stuyvesant Partners	\$84,610
		Supply Master, Inc.	\$90,234

The amounts shown are best estimates and actual amounts spent could be higher or lower.

Budget Implication:

This bid is intended to provide a buying vehicle for the purchase of audio-visual products to meet the needs of the District on an as needed basis. The total estimated amount of the expenditures is approximately \$500,000 annually. (Various Funds)

Action:

The Board of Trustees awarded Bid No. 2022-19 for the purchase of various audio-visual equipment from the listed suppliers for up to five years, renewable annually by the District's director of Purchasing and Central Services.

11.6 **Piggyback Bids, Purchase Through Public Corporation or Agency**

Background Information:

The District is currently bidding the roof replacement project for Ball Junior High School, which includes the installation of District furnished roofing material. Staff has determined that project savings could be achieved by purchasing readily available material to meet the project's demand and schedule in a cost-effective manner.

Current Consideration:

The State of California's Department of General Services (DGS) has a piggybackable contract through the California Multiple Awards Schedule (CMAS) with Weatherproofing

Technologies, Inc., that will allow other agencies, including local school districts, to purchase roofing products and related materials. The products will be purchased utilizing DGS CMAS contract 4-21-03-1001, through February 28, 2023, including any extensions of the contract. The District will utilize this contract pursuant to the provisions of the Public Contract Code Sections 10298, 10299, and 12100 et seq. This CMAS purchase is in the best interest of the District.

Budget Implication:

The total amount of this award is not to exceed \$600,000. (Maintenance Funds, Measure H Funds, Facilities Funds, and/or other funds as appropriate)

Action:

The Board of Trustees approved the purchase of roofing products and related materials utilizing the DGS CMAS contract 4-21-03-1001 with Weatherproofing Technologies, Inc., including extensions of the contract.

11.7 **Award of Bids**

The Board of Trustees was requested to award the following bids.

<u>Bid#</u>	<u>Service</u>	<u>Award</u>	<u>Amount</u>
2022-13	Cypress High School Softball Field Improvements (Maintenance Funds)	RT Contractor Corp.	\$356,000
2022-15	Kennedy High School Exterior Painting (Maintenance Funds)	Case & Sons Construction	\$273,700
2022-16	Ball Junior High School Roofing Project (Maintenance Funds, Measure H Funds, Facilities Funds, and/or other funds as appropriate)	Chapman Coast Roof Co., Inc.	\$1,422,254
2022-21	Sycamore Junior High School Interior Painting (Maintenance Funds)	ISR Painting & Wallcovering, Inc.	\$89,000

Action:

The Board of Trustees awarded Bids No.'s 2022-13, 2022-15, 2022-16, and 2022-21.

11.8 **Declaring Certain Furniture and Equipment as Unusable, Obsolete, and/or Out-of-Date, and Ready for Sale or Destruction**

Action:

The Board of Trustees approved the list of District furniture and equipment as unusable, obsolete, and/or out-of-date, and ready for sale or destruction, as well as authorized proper disposal in accordance with Education Code Section 17545 or 17546.

11.9 **Declaring Certain Textbooks and Instructional Materials as Unusable, Obsolete, and/or Out-of-Date, Damaged, and Ready for Sale or Destruction**

Action:

The Board of Trustees approved the list of District textbooks and instructional materials as unusable, obsolete, and/or out-of-date, damaged, and ready for sale or destruction as surplus, as well as authorized staff to dispose of the textbooks and instructional materials in accordance with Education Code Section 60510 et al.

11.10 **Donations**

Action:

The Board of Trustees accepted the donations as submitted.

On the motion of Trustee O'Neal and duly seconded, the Board of Trustees ratified items 11.11, Exhibit Y, and 11.12 with the following vote.

Ayes: Trustees Piercy, Randle-Trejo, Smith, and Jabbar

Abstain: Trustee O'Neal

11.11 **Purchase Order Detail Report and Change Orders**

Action:

The Board of Trustees ratified the reports March 29, 2022, through April 25, 2022.

11.12 **Check Register/Warrants Report**

Action:

The Board of Trustees ratified the report March 29, 2022, through April 25, 2022.

11.13 **SUPPLEMENTAL INFORMATION**

11.13.1 ASB Fund, February 2022 (Revised)

11.13.2 Cafeteria Fund, February 2022

11.13.3 Enrollment, Month 8

EDUCATIONAL SERVICES

11.14 **Special Education Local Plan Area (SELPA) Local Plan and (JPA) Agreement, Greater Anaheim SELPA**

Background Information:

The District is a member of the Greater Anaheim SELPA, which consists of six member districts: Anaheim Union High School District, Centralia School District, Cypress School District, Los Alamitos Unified School District, Magnolia School District, and Savanna School District. SELPA provides leadership and support to local school districts, families, and agencies within the Greater Anaheim SELPA with the development, implementation, monitoring, as well as support of appropriate programs and services for individuals with exceptional needs. Their support role in providing a free, appropriate public education to students with disabilities in the least restrictive environment includes development of programs, training, staff development, technical support, as well as fiscal and legal

support. The Greater Anaheim SELPA is a Joint Powers Agency (JPA). The JPA Board oversees the operations of the Greater Anaheim SELPA.

Current Consideration:

Pursuant to Education Code Section 56122, the California Department of Education (CDE) developed a template for developing a SELPA local plan. The local plan presented for approval utilizes the template developed by the CDE. The template includes Local Educational Agency (LEA) identification, projected revenue, projected expenditures, specialized academic instruction and related services, certification by the county superintendent, community advisory committee, as well as an overview of the governance and administration of the SELPA.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees approved the Greater Anaheim SELPA Local Plan and the Greater Anaheim SELPA Joint Powers Agreement.

11.15 **Agreement, Cybersecurity Services, Orange County Superintendent of Schools (OCDE)**

Background Information:

Orange County Department of Education (OCDE) received approval to hire a cybersecurity architect to support Orange County districts. The purpose of the hire is to help districts maintain a stronger cybersecurity posture. Costs for this new position are passed through to Orange County districts based on enrollment size.

Current Consideration:

Cybersecurity services will be provided through the Orange County Superintendent of Schools. Cybersecurity services consist of security awareness training, security assessments, security program road mapping, security program document development, vulnerability assessments, and security testing. Services will be provided July 1, 2022, through June 30, 2023.

Budget Implication:

The total cost is not to exceed \$12,600. (General Fund)

Action:

The Board of Trustees approved the agreement.

11.16 **Agreement, Orange County Department of Education, School-based Medi-Cal Administrative Activities (SMAA)**

Background Information:

The goal of School-based Medi-Cal Administrative Activities (SMAA) is to improve the availability and accessibility of Medi-Cal services to Medi-Cal eligible and potentially eligible individuals and families, where appropriate. The District is reimbursed for providing some Medi-Cal eligible services to Medi-Cal eligible students. To receive reimbursement for these services, the California Welfare and Institution Code Section 14132.47(c)(1) requires that the Department of Health Services enter an agreement with the Local Educational Consortium to administer the program. The Orange County

Department of Education serves as the Local Educational Consortium on behalf of all Orange County school districts.

Current Consideration:

The SMAA Participation agreement effectuates reimbursement to local education agencies for Medi-Cal eligible services. The Orange County Department of Education will administer the SMAA program for our District. Services will be provided July 1, 2022, through June 30, 2023.

Budget Implication:

The District will pay the Orange County Superintendent of Schools a fee not to exceed a five percent quarterly claim of the state participation fee. (Medi-Cal Funds)

Action:

The Board of Trustees approved the SMAA Participation Agreement.

11.17 **Memorandum of Understanding (MOU), K12 Strong Workforce Program Grant Round 4 (K12 SWP), North Orange County Regional Occupational Program (NOCROP)**

Background Information:

The K12 Strong Workforce Program (SWP) administered by the California Community College Chancellor's Office (CCCCO) has been established to provide funds to "create, support, or expand high-quality career technical education (CTE) programs at the K-12 level that are aligned with the workforce development efforts occurring through the Strong Workforce Program" (Education Code 88827). The workforce developments within each region are informed by the Strong Workforce Program (SWP) Regional Plan.

The District participated as a consortium member in an application for SWP funding submitted by North Orange County ROP (NOCROP). Funds received through this application will benefit NOCROP managed CTE pathway programs within the District.

Current Consideration:

SWP funding in the amount of \$297,000 was awarded to NOCROP based on the consortium application, and NOCROP and the District would like to enter into a memorandum of understanding to allow NOCROP to facilitate the spending of grant funds to improve and expand NOCROP managed CTE pathway programs in the District. Services are being provided January 1, 2022, through June 30, 2024.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees ratified the MOU.

11.18 **Educational Consulting Agreement, Career Exploration Experience Training, CEO Leadership Alliance of Orange County, AIME Kindset Program**

Background Information:

The CEO Leadership Alliance of Orange County (CLA-OC) is a collaborative group of CEOs focused on cultivating Orange County into a premier, inclusive, innovation talent hub. CLA-OC is focused on five priorities: a better jobs strategy for the county, growth in innovation

jobs, growth in talent to fill those jobs, the cultivation of a workforce of diverse viewpoints and skillsets, as well as the lessening of social problems through these strategies.

Current Consideration:

CLA-OC would like to enter into a consulting agreement with the District to offer an Entrepreneur and Innovation Career Exploration Experience. CLA-OC will provide the District with access to curriculum from the Network for Teaching Entrepreneurship (NFTE), and will arrange for mentoring experiences for District students with member companies of the CLA-OC. This opportunity will be offered to 30 students and will be delivered as part of the AIME Kindset Program during the summer of 2022. The term of this agreement is May 6, 2022, through December 31, 2022.

Budget Implication:

The total cost is not to exceed \$3,750. (Strong Workforce Grant Funds)

Action:

The Board of Trustees approved the educational consulting agreement.

11.19 **Agreement, CEO Leadership Alliance of Orange County, AIME Summer Internship Program**

Background Information:

The CEO Leadership Alliance of Orange County (CLA-OC) is a collaborative group of CEOs focused on cultivating Orange County into a premier, inclusive, innovation talent hub. CLA-OC is focused on five priorities: a better jobs strategy for the county, growth in innovation jobs, growth in talent to fill those jobs, the cultivation of a workforce of diverse viewpoints and skillsets, as well as the lessening of social problems through these strategies.

Current Consideration:

CLA-OC would like to enter into an agreement with the District to offer a Summer Career Exploration Experience with the CLA-OC and its member companies to District students at no cost to the District. The purpose of this program is to provide students with experiences that will enable them to make better career decisions while developing employability skills. These experiences will be offered to between 30-45 students per summer through the summer of 2024. This opportunity will be offered to District students through the AIME Summer Internship Program. Services will be provided May 6, 2022, through December 31, 2024.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees approved the agreement.

11.20 **Amendment, Educational Consulting Agreement, Vital Link**

Background Information:

Vital Link is a nonprofit organization dedicated to preparing students for their future careers through experiential learning opportunities. Vital Link offers student programs and professional development to teachers to introduce students to the world of robotics, engineering, manufacturing, healthcare and medical, computer programming, digital media arts, entrepreneurship, automotive technology, and more.

Current Consideration:

Vital Link would like to amend its existing consulting agreement to provide District staff and students with a series of workshops on developing an entrepreneurial mindset among students. Vital Link will provide 12 Career Technical Education (CTE) teacher and/or administrator spaces in a three-part professional development workshop facilitated by the Entrepreneurial Learning Initiative.

Budget Implication:

An additional \$22,360.80 is requested for these services, bringing the new amount of the agreement to \$42,885.80. (Strong Workforce and Perkins Grant Funds)

Action:

The Board of Trustees approved the amendment.

11.21 Agreements, Affiliation with AIME Business Partners

Background Information:

Anaheim's Innovative Mentoring Experience (AIME) is a District program, which provides mentoring and internships to District students from a variety of business, corporate, and community partners. District students benefit from these experiences, which help them prepare for the demands of college and career in an authentic environment.

Current Consideration:

The District would like to enter into an agreement for affiliation with AIME business partners participating in the AIME internship program. The agreements describe the roles and responsibilities of the business partner and the District in implementing the internship program. Services will be provided May 6, 2022, through May 5, 2025.

- 11.21.1 American Veteran Lighting, Inc.
- 11.21.2 Anaheim High School Alumni Association
- 11.21.3 City of Anaheim
- 11.21.4 Creative Cabinetry and Millworks
- 11.21.5 CSUF-ASC-HCOP Allied Health Academy
- 11.21.6 Disneyland Resort
- 11.21.7 Dog Den
- 11.21.8 Higher Ground Youth and Family Services
- 11.21.9 iCouldBe
- 11.21.10 Illumination Institute
- 11.21.11 Office of Assemblywoman Sharon Quirk-Silva
- 11.21.12 Orange County Board of Supervisors
- 11.21.13 Orange County Asian and Pacific Islander Community Alliance (OCAPICA)
- 11.21.14 Providence
- 11.21.15 Renewable Farms
- 11.21.16 Santa Marya Family Medicine Clinic
- 11.21.17 Satori Law Group
- 11.21.18 TGR Learning Lab

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees approved the agreements.

11.22 **Amendment, Memorandum of Understanding (MOU), Orange County Human Relations Council (OCHRC)**

Background Information:

The Orange County Human Relations Council (OCHRC) and the District have a long-standing relationship that dates back to 1998 when OCHRC partnered with the District in a program called Bridges. OCHRC has committed to working with District school site teams comprised of a teacher advisor, administrative support, and students for the purposes of establishing a comprehensive school inter-group relations program. OCHRC agrees to provide services, which have included, but are not limited to: Bridges and Restorative Schools Program, creating connected campuses, and quarterly program development days training for selected schools in the District.

Current Consideration:

OCHRC will support Anaheim, Cypress, Loara, Magnolia, Savanna, and Western high schools, as well as Lexington, South, and Walker junior high schools in their BRIDGES Safe and Respectful Schools Program. OCHRC will also continue to support Ball, Brookhurst, Dale, and Sycamore junior high schools in the Restorative Schools Program. In addition, they will train Anaheim, Cypress, Gilbert, Katella, Kennedy, Loara, Magnolia, Savanna, and Western high schools, as well as Oxford Academy and Cambridge Virtual Academy in implicit bias and restorative circles training. Due to the sub shortage, implicit bias and restorative circles training would need to continue into the 2022-23 year. Services for these two specific trainings will be extended through June 30, 2023. All other terms and conditions remain intact.

Budget Implication:

The total cost is not to exceed \$445,000. (LCFF Funds)

Action:

On the motion of Trustee Randle-Trejo, following discussion, the Board of Trustees approved the amendment.

11.23 **Amendment Agreement, Orange County Department of Education (OCDE), Friday Night Live**

Background Information:

Friday Night Live is a high school program and Club Live is a junior high school program. These school-based programs implement student activities that focus on alcohol and other drug prevention services. The Orange County Superintendent of Schools' agreement provides the District with funding to pay stipends to school advisors for supporting the programs.

Current Consideration:

An amendment is requested for additional programmatic requirement added to four District school sites participating in the California Friday Night Live Youth Summit that will be held June 17-19, 2022, in Anaheim. A stipend increases of \$500 will be provided to advisors for their coordination and attendance at the Youth Summit event. The total possible stipend amount for the following school sites, Gilbert High School, Kennedy High School, Magnolia High School, and Savanna High School, will now be \$1,700 based on programmatic requirements achieved.

Budget Implication:

The amended total cost is not to exceed \$8,000, to be reimbursed through the Orange County Superintendent of Schools. (Grant Funds)

Action:

The Board of Trustees approved the amendment.

11.24 **Comprehensive School Safety Plans**

Background Information:

California Education Code Sections 32281 and 32286 require each school to adopt a comprehensive school safety plan, to be reviewed and updated annually by March 1. To ensure compliance with this mandate, District schools must submit their safety plans to the director, Student Support Services for approval following adoption. The plans may then be submitted to the Board of Trustees for review and approval.

Current Consideration:

Stakeholders at District school sites developed and adopted their safety plans in compliance with Education Code requirements and submitted them for approval. The plans, recently distributed to the Board and on file in Student Support Services, update the Board on the status of safety practices and plans in place for the 2021-22 year related to the safety of students, staff, and the public.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees officially received and approved the submitted safety plans for all school sites.

11.25 **Memorandum of Understanding (MOU), Inter-Special Education Local Plan Area (SELPA), Los Alamitos Unified School District**

Background Information:

The District operates several unique special education programs that are not available in some local school districts. School districts may enter agreements to provide services to special education students that are living in other districts. At times, the District admits special education students from other school districts into some of the District's unique special education programs.

Current Consideration:

Los Alamitos Unified School District (LAUSD) has requested to enter into a MOU with the District permitting students from LAUSD to be enrolled in specialized programs operated by the District. The MOU for placing special education students from LAUSD in the District programs was presented to the Board of Trustees for consideration. Services are being provided August 11, 2021, through June 30, 2022.

Budget Implication:

LAUSD will fund these services per billing agreement between LAUSD and AUHSD/Greater Anaheim SELPA.

Action:

The Board of Trustees ratified the MOU between the District and LAUSD.

11.26 **Agreement, Department of Rehabilitation**

Background Information:

Under the Workforce Innovation and Opportunity Act (WIOA), the Department of Rehabilitation (DOR) has been tasked with serving the underserved transition aged youth with pre-employment transition services through the We Can Work Grant. Through the We Can Work agreement, the goal is to improve employability for high school students receiving special education services under an Individualized Education Program (IEP). The District has partnered with the DOR since 2016 to provide these services. The DOR has recently received continued funding for the We Can Work program.

Current Consideration:

The DOR funds will continue to be used to create a case service contract with our District, which allows us to extend work experience/training opportunities for our Special Youth Services student population. The funds will continue to be used to pay 5 percent of the two Vocational Education Transition Counselors and two Job Developers' salary to coordinate the employment services. Student wages for 45 identified students who receive special education services will also be funded through this contract, including Federal Insurance Contributions Act (FICA) and worker's compensation cost for work experience. Services will be provided July 1, 2022, through June 30, 2025.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees approved the agreement.

11.27 **Instructional Materials Submitted for Adoption**

The Instructional Materials Review Committee has recommended the selected materials for courses in dual enrollment, English language arts, exploring career technical education, social science, and world languages. The books have been made available for public view.

Action:

The Board of Trustees adopted the selected materials.

11.28 **Instructional Materials Submitted for Display**

The Instructional Materials Review Committee recommended the selected material for display, for courses in career technical education, English language arts, social sciences, and world languages. Before the materials can be approved for adoption, they must be made available for public review. The Board of Trustees was requested to consider adoption of the materials following the end of the period of public display, May 6, 2022, through June 16, 2022.

Action:

The Board of Trustees approved the display.

11.29 **Individual Service Contracts**

Action:

The Board of Trustees approved/ratified the individual service contracts as submitted. (Special Education Funds)

11.30 **Field Trip Report**

Action:

The Board of Trustees approved/ratified the report as submitted.

HUMAN RESOURCES

11.31 **2021-2022 Employee Salary Schedules**

Background Information:

The California Public Employees' Retirement System (CalPERS) requires the Board of Trustees to formally approve classified salary schedules, along with any subsequent additions, corrections, or modifications made to the schedules. Routine modifications continue to be necessary to accurately represent negotiated changes, necessary updates, and corrections on the schedules.

Current Consideration:

Adopt modifications to the salary schedules for the California School Employee Association (CSEA), Contracted, Management, and Administration employee groups. Establish a new Non-Classified salary schedule.

The proposed modifications include the following:

- Administration: Correction for longevity amounts
- CSEA: Range increase for the Family and Community Engagement Specialist based on negotiations between CSEA and District leadership, and revisions approved at the Personnel Commission meeting on March 15, 2022. Rate increase for all positions based on approval of item 10.10 at the Board of Trustees' meeting on May 5, 2022.
- Contracted: Rate increase for the Assistant Superintendent, Chief Academic Officer, and Counsel based on approval of item 11.23 at the Board of Trustees' meeting on April 7, 2022.
- Management: Range increase for the Payroll Manager based on revisions approved at the Personnel Commission meeting on February 8, 2022.
- Non-Classified: Establishment of official salary rates used for non-classified positions that don't qualify as either classified or certificated positions per Education Code 45256.

Budget Implication:

The approval for the salary schedule itself is not approval to fund specific assignments, but rather approval for the types of positions and compensation that may be approved with subsequent Board action for specific individuals.

Action:

The Board of Trustees adopted the salary schedules for Administration, CSEA, Contracted, Management, and Non-Classified employee groups, as amended prior to the adoption of the agenda.

11.32 **2020-21 Williams Settlement Legislation Review Report**

Background Information:

The Orange County Department of Education (OCDE) conducts a semi-annual review of decile 1-3 schools based on the 2012 Academic Performance Index and school sites participating in the Quality Education Investment Act (QEIA) program to ensure compliance with Williams Settlement Legislation requirements. This process is conducted in addition to

the District's submission of Williams Uniform Complaints reports, which summarize all complaints relative to the sufficiency of textbooks and instructional materials, maintenance of facilities, accuracy of data reported on School Accountability Report Cards (SARC), and compliance with teacher assignments.

Current Consideration:

According to Education Code Section 1240(2)(H), the findings of the review by OCDE must be publicly shared with the Board of Trustees. The reports, as provided, indicate any deficiencies during the 2020-21 year, which were reported to school administrators for remediation.

Budget Implication:

There is no impact to the budget.

Action:

Although this was an information item only, requiring no formal action by the Board of Trustees, the Board officially received the report.

11.33 **Certificated Personnel Report**

Action:

The Board of Trustees approved/ratified the report, as amended prior to the adoption of the agenda.

11.34 **Classified Personnel Report**

Action:

The Board of Trustees approved/ratified the report as submitted.

SUPERINTENDENT'S OFFICE

11.35 **Membership, CEO Leadership Alliance of Orange County (CLA-OC), Talent Leadership Advisory Board (T-LAB)**

Background Information:

CLA-OC's vision is to help build a thriving Orange County for all. As one of the most diverse regions in the country is to provide opportunities for the underserved, as well as the entire Orange County job-seeking community. The key driver to their success is to grow Orange County into a top-tier innovation hub with an emphasis on artificial intelligence (AI) and emerging tech. CLA-OC will help all career pathways while simultaneously building the OC talent pipeline of students to meet that talent need. Ben Drutman, executive director of the Simon Foundation is one of the many important members on the Talent Leadership Advisory Board (T-LAB).

Current Consideration:

CLA-OC will connect with key education and industry leaders and community partners in Orange County through T-LAB. It will strengthen business collaboration with educational institutions and community partners in Orange County, especially around fast-growing innovation-driven vertical sectors, as well as AI and emerging technologies that cut across all industrial sectors and career pathways. Common success metrics and annual measurement, as well as progress will drive priorities.

Budget Implication:

The cost of the membership for the 2022 year is not to exceed \$2,500. (General Fund)

Action:

The Board of Trustees approved the membership.

11.36 **Board of Trustees' Meeting Minutes**

11.36.1 April 7, 2022, Regular Meeting

11.36.2 April 18, 2022, Special Meeting

Action:

The Board of Trustees approved the minutes, as amended prior to the adoption of the agenda.

12. **SUPERINTENDENT AND STAFF REPORT**

Dr. Fried announced that a CVA 9th grade student has been the first to complete the Google Certificate.

13. **BOARD OF TRUSTEES' REPORT**

Trustee Piercy reported she attended the Celebration of Life for Jackie Brock, an Insurance Committee meeting, Soapbox Speech Finals, OCDE Teacher of the Year Awards, ASCPTA Honorary Service Awards, and the California Green School Awards at Katella High School.

Trustee Randle-Trejo joined the OCSBA/ACSA dinner, Soapbox Speech Finals, ROP Celebration of Success, OCDE Teacher of the Year Awards, STEAM-A-Palooza, and the Anaheim Collaborative.

Trustee Smith discussed a project by Oxford Academy students and attended the California Green School Awards at Katella High School, as well as an Insurance Committee meeting.

Trustee O'Neal indicated he attended the Years of Service, Every Student Succeeds event, Soapbox Speech Finals, Kennedy High School's Every 15 Minutes, Cybersecurity webinar, STEAM-A-Palooza, Sister City Commission meeting, OCDE Teacher of the Year Awards, ASCPTA Honorary Service Awards, California Green School Awards at Katella High School, and the City of La Palma Parade.

Trustee Jabbar stated he attended the Years of Service, ROP Celebration of Success, California Green School Awards at Katella High School, OCDE Teacher of the Year Awards, STEAM-A-Palooza, LCAP meeting, Soapbox Speech Finals, Anaheim High School's Coffee with the Principal, Sycamore Junior High School's Dual Language Academy picnic, as well as recognized the Anaheim High School Baseball team for being the Orange League Champions and also being a democracy school. Additionally, he addressed student petitions.

14. **ADVANCE PLANNING**

14.1 **Future Meeting Dates**

The next meeting of the Board of Trustees will be held on Thursday, June 9, 2022 (LCAP), at 6:00 p.m.

Thursday, June 16
Thursday, July 14

Thursday, October 13
Thursday, November 17

Thursday, August 11
Tuesday, September 13

Tuesday, December 13

14.2 **Suggested Agenda Items**

Trustee Randle-Trejo requested the resolution in support of the arts.

15. **ADJOURNMENT**

On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees adjourned the meeting at 9:51 p.m.

Approved _____
Clerk, Board of Trustees

ANAHEIM UNION HIGH SCHOOL DISTRICT

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

**BOARD OF TRUSTEES
Special Meeting Minutes
Tuesday, May 24, 2022**

UNADOPTED

1. CALL TO ORDER–ROLL CALL

Board President Jabbar called the special meeting of the Anaheim Union High School District Board of Trustees to order at 4:15 p.m.

Present: Al Jabbar, president; Brian O’Neal, clerk; Katherine H. Smith, assistant clerk; Annemarie Randle-Trejo and Anna L. Piercy, members; Michael B. Matsuda, superintendent; Jaron Fried, Ed.D., Brad Jackson, and Nancy Nien, Ph.D., assistant superintendents; and Karl H. Widell, District counsel.

2. ADOPTION OF AGENDA

On the motion of Trustee Smith, duly seconded and unanimously carried, the Board of Trustees adopted the agenda.

3. PUBLIC COMMENTS, CLOSED SESSION ITEMS

There were no requests to speak.

4. CLOSED SESSION

The Board of Trustees entered closed session at 4:16 p.m.

5. RECONVENE MEETING, PLEDGE OF ALLEGIANCE, AND CLOSED SESSION REPORT OUT

5.1 Reconvene Meeting

The Board of Trustees reconvened into open session at 5:02 p.m.

5.2 Pledge of Allegiance

Board President Jabbar led the Pledge of Allegiance to the Flag of the United States of America.

5.3 Closed Session Report

Board Clerk O’Neal reported the following actions taken during closed session.

- 5.3.1 The Board of Trustees unanimously voted to make the following appointment, effective July 1, 2022:

Amy Kwon, director, Innovative Programs and Instructional Systems

- 5.3.2 The Board of Trustees unanimously voted to make the following appointments, effective July 1, 2022:

Diana Fujimoto, coordinator, Professional Learning
Roxanna Hernandez, coordinator, Learning and Development

- 5.3.3 The Board of Trustees unanimously voted to make the following appointments, effective July 1, 2022:

Jennifer Brown, principal, Cypress High School
Nancy Cortez, principal, Sycamore Junior High School

6. **ADJOURNMENT**

On the motion of Trustee O'Neal, duly seconded and unanimously carried, the Board of Trustees adjourned the meeting at 5:05 p.m.

Approved _____
Clerk, Board of Trustees

ANAHEIM UNION HIGH SCHOOL DISTRICT

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

**BOARD OF TRUSTEES
Special Meeting Minutes
Wednesday, June 1, 2022**

UNADOPTED

1. CALL TO ORDER–ROLL CALL

Board President Jabbar called the special meeting of the Anaheim Union High School District Board of Trustees to order at 4:01 p.m.

Present: Al Jabbar, president; Brian O’Neal, clerk; Katherine H. Smith, assistant clerk; Annemarie Randle-Trejo and Anna L. Piercy, members; Michael B. Matsuda, superintendent; Jaron Fried, Ed.D., and Nancy Nien, Ph.D., assistant superintendents; and Karl H. Widell, District counsel.

Absent: Brad Jackson, assistant superintendent and Manuel Colón, chief academic officer.

2. ADOPTION OF AGENDA

On the motion of Trustee O’Neal, duly seconded and unanimously carried, the Board of Trustees adopted the agenda.

3. PUBLIC COMMENTS, CLOSED SESSION ITEMS

There were no requests to speak.

4. CLOSED SESSION

The Board of Trustees entered closed session at 4:01 p.m.

5. RECONVENE MEETING, PLEDGE OF ALLEGIANCE, AND CLOSED SESSION REPORT OUT

5.1 Reconvene Meeting

The Board of Trustees reconvened into open session at 4:40 p.m.

5.2 Pledge of Allegiance

Board President Jabbar led the Pledge of Allegiance to the Flag of the United States of America.

5.3 Closed Session Report

Board Clerk O’Neal reported the following actions taken during closed session.

5.3.1 The Board of Trustees unanimously voted to make the following appointments, effective July 1, 2022:

Chuck Hernandez, principal, Katella High School
Bindi Crawford, principal, Orangeview Junior High School

Jennifer Sasai, principal, Walker Junior High School

6. **ADJOURNMENT**

On the motion of Trustee Piercy, duly seconded and unanimously carried, the Board of Trustees adjourned the meeting at 4:41 p.m.

Approved _____
Clerk, Board of Trustees