

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: 2024-25

LEA contact information:

Roxanna Hernandez, Ed.D.

Director, Learning and Development

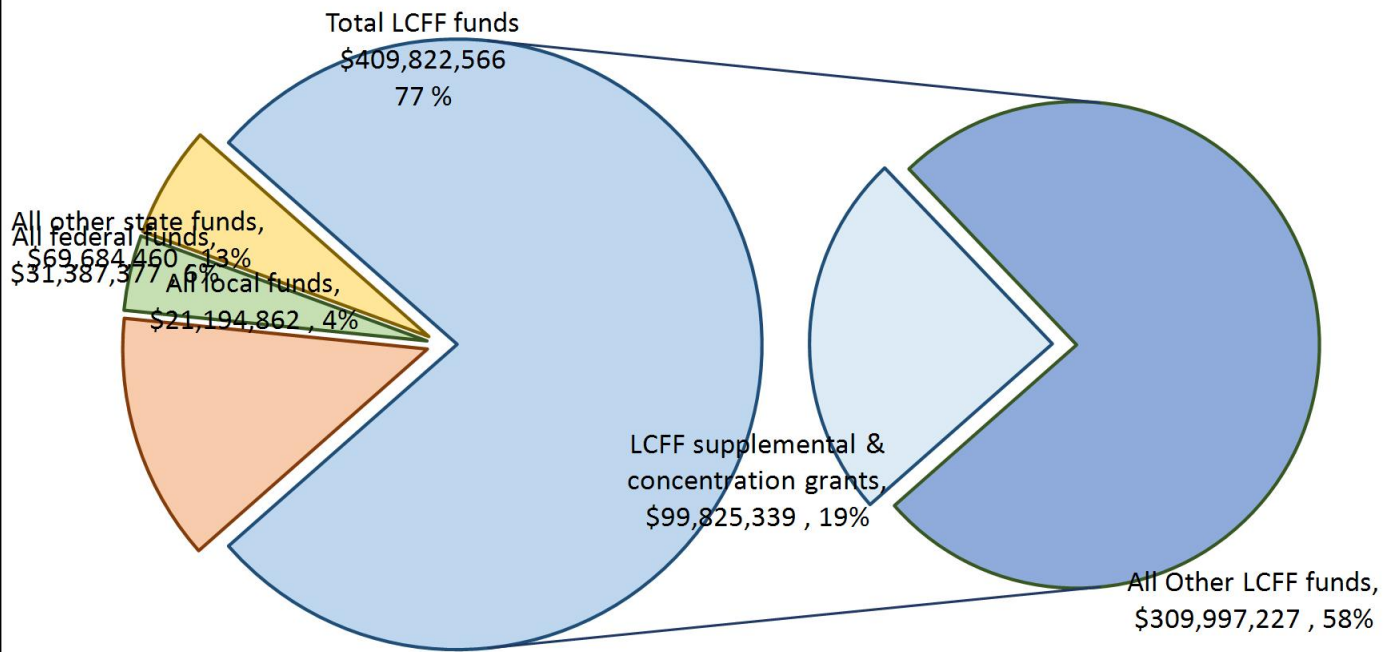
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2024-25 School Year

Projected Revenue by Fund Source

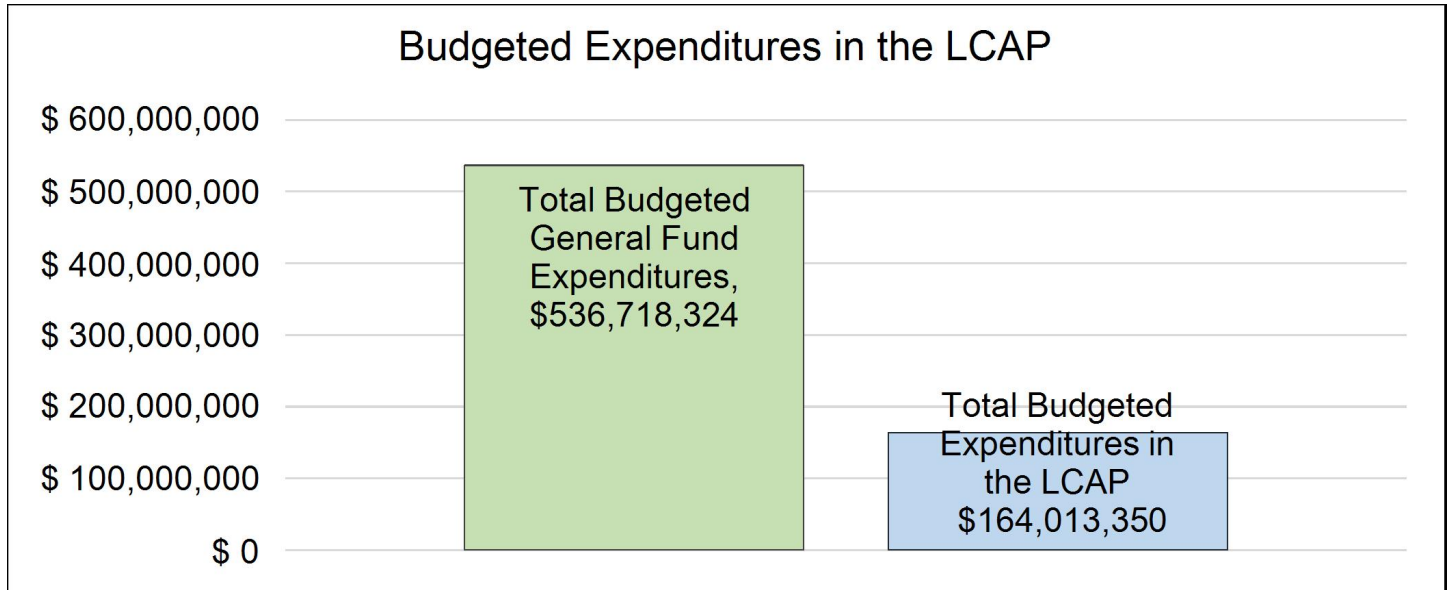


This chart shows the total general purpose revenue Anaheim Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Anaheim Union High School District is \$532,089,265, of which \$409,822,566.00 is Local Control Funding Formula (LCFF), \$69,684,460.00 is other state funds, \$21,194,862.00 is local funds, and \$31,387,377.00 is federal funds. Of the \$409,822,566.00 in LCFF Funds, \$99,825,339.00 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 2024-25. 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 \$536,718,324.00 for the 2024-25 school year. Of that amount, \$164,013,350.00 is tied to actions/services in the LCAP and \$372,704,974 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

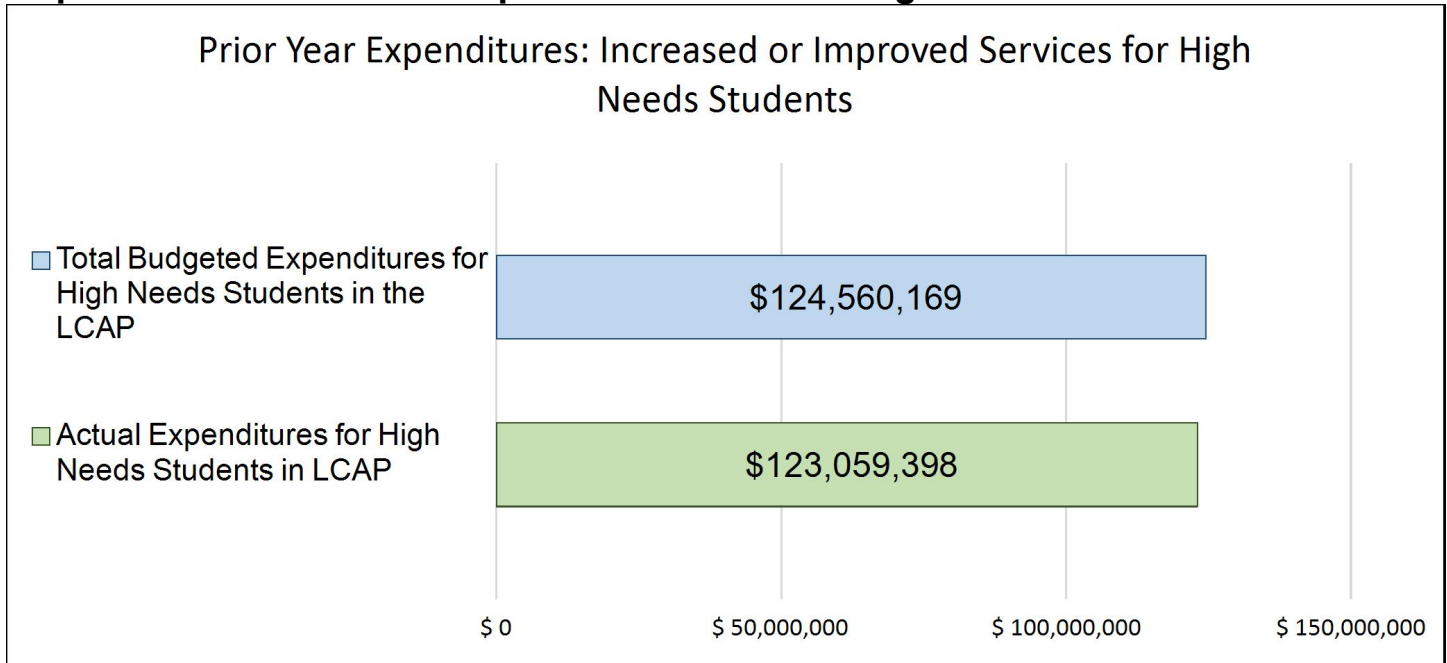
Base funding for salaries and benefits are not included in the LCAP. District expenditures from maintenance projects and bond projects are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Anaheim Union High School District is projecting it will receive \$99,825,339.00 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 \$102,409,135.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Anaheim Union High School District's LCAP budgeted \$124,560,169.00 for planned actions to increase or improve services for high needs students. Anaheim Union High School District actually spent \$123,059,398.00 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-1,500,771 had the following impact on Anaheim Union High School District's ability to increase or improve services for high needs students:

The District continues to provide academic, social-emotional, and school climate supports, and programs. Some of these efforts were supported with ESSER funds and, therefore are not considered contributing funds in the LCAP. Additionally, the carryover funds from 2023-24 will be addressed in expenditures in the 2024-25 LCAP year.

UNLIMITED YOU



ANAHEIM UNION HIGH SCHOOL DISTRICT

2023–24 Local Control and Accountability Plan Annual Update

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	C/O 2020 District- 92.3% SED- 91.3% EL- 83.4% SWD- 74.7% FY- 81.1%	C/O 2021 District- 90.9% SED- 90% EL- 80.8% SWD- 69.3% FY- 73.8%	C/O 2022 District- 92.4% SED- 91.9% EL- 83.3% SWD- 72.5% FY- 68.8%	C/O 2023 District- 91.1% SED- 90.2% EL- 79.9% SWD- 76.2% FY- 77.8%	District- 94% SED- 93% EL- 85% SWD- 77% FY- 83%
A-G Completion	C/O 2020 District- 52.8% SED- 47.9% EL- 27% SWD- 15.6% FY- 23.3%	C/O 2021 District- 52% SED- 47.7% EL- 25.3% SWD- 15.5% FY- 19.4%	C/O 2022 District- 55.9% SED- 51.5% EL- 27.7% SWD- 22% FY- 24.2%	C/O 2023 District- 54.3% SED- 50.0% EL- 21.6% SWD- 22.4% FY- 26.2%	District- 55% SED- 50% EL- 30% SWD- 18% FY- 25%
College and Career Indicator- Prepared	C/O 2019 District- 44.2% SED- 39.1% EL- 15.3% SWD- 9.9% FY- 15.2%	Not Available	Not Available	C/O 2022 District- 46% SED- 42.3% EL- 12.3% SWD- 13.2% FY- 17%	District- 47% SED- 43% EL- 18% SWD- 13% FY- 18%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned	Less than 1% of teachers are misassigned	Less than 1% of teachers are misassigned	Less than 1% of teachers are misassigned	Less than 1% of teachers are misassigned	Less than 1% of teachers are misassigned
Teachers are fully credentialed	Less than .5% of teachers lack full credential including EL authorization	Less than .5% of teachers lack full credential including EL authorization	Less than .5% of teachers lack full credential including EL authorization	Less than .5% of teachers lack full credential including EL authorization	Less than .5% of teachers lack full credential including EL authorization
Students have sufficient access to standards-aligned instructional materials	All students have access to standards-aligned materials	All students have access to standards-aligned materials	All students have access to standards-aligned materials	All students have access to standards-aligned materials	All students have access to standards-aligned materials
State adopted academic and performance standards are implemented	100% of academic and content and performance standards are implemented	100% of academic and content and performance standards are implemented	100% of academic and content and performance standards are implemented	100% of academic and content and performance standards are implemented	100% of academic and content and performance standards are implemented
CAASPP ELA results	46% met or exceeded standard (2018-19)	49% met or exceeded standard (2020-21)	43.86% met or exceeded standard (2021-22)	42.64% met or exceeded standard (2022-23)	50% met or exceeded standard
CAASPP Math results	28% met or exceeded standard (2018-19)	29% met or exceeded standard (2020-21)	23.40% met or exceeded standard (2021-22)	23.96% met or exceeded standard (2022-23)	31% met or exceeded standard
Percentage of EL students who make progress as measured by the ELPAC (ELPI)	44.5% (2018-19)	31.3% (2020-21)	44.9% (2021-22)	41.7% (2022-23)	48%
EL reclassification rate	7.3% (2019-20)	6.4% (2021-22)	5.8% (2022-23)	*12.6 (2023-24)	10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				*Tentative data	
Percentage of students who pass an AP exam with "3" or higher	66.9% (2019-20)	55% (2020-21)	59.7% (2021-22)	57% (2022-23)	70%
Percentage of students who demonstrate college preparedness through the Early Assessment Program	ELA- 46% met or exceeded standard (2018-19) Math- 28% met or exceeded standard (2018-19)	ELA- 49% met or exceeded standard (2020-21) Math- 29% met or exceeded standard (2020-21)	ELA- 43.9% met or exceeded standard (2021-22) Math- 23.4% met or exceeded standard (2021-22)	ELA- 42.64% met or exceeded standard (2022-23) Math- 24% met or exceeded standard (2022-23)	ELA- 50% met or exceeded standard Math- 31% met or exceeded standard
Access to a broad course of study- Percentage of students enrolled in VAPA courses	51% (2020-21)	42.1% (2021-22)	46.2% (2022-23)	46.41% (Fall 2023-24)	55%
Access to a broad course of study- Percentage of students enrolled in CTE courses	38% (2020-21)	39% (2021-22)	33% (2022-23)	57.46% (Fall 2023-24)	42%
Access to a broad course of study- Percentage of students enrolled in world language courses	44% (2020-21)	44% (2021-22)	41% (2022-23)	30.73% (Fall 2023)	48%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seal of Biliteracy	1100 students earned the seal (Class of 2020)	1303 students earned the seal (Class of 2021)	952 students earned the seal (Class of 2022)	1013 students earned the seal (Class of 2023)	1500 students
Seal of Civic Engagement	1900 students earned the seal (Class of 2021)	2858 students earned the seal (Class of 2022)	3033 students earned the seal (Class of 2023)	2735 (2023-24)	2300 students
Students engaged in civic inquiry and investigation	26% of students are guaranteed these experiences each academic year	28% of students are guaranteed these experiences each academic year	46% of students are guaranteed these experiences each academic year	48% (2023-24)	50% of students are guaranteed these experiences each academic year
D/F rates	Fall 2020- 28% of all grades were D/F	Fall 2021- 15.4% of all grades were D/F	Fall 2022- 18.6% of all grades were D/F	Fall 2023- 16.9% of all grades were D/F	15% of all grades are D/F
Graduates enrolled in post-secondary options	(Class of 2020) 70% of graduates enroll in fall immediately after graduation 47% enroll in 2 year colleges 23% enroll in 4 year colleges	(Class of 2021) 64% of graduates enroll in fall immediately after graduation 41% enroll in 2 year colleges 23% enroll in 4 year colleges	Not available at this time.	(Class of 2023) 67.98% of graduates enroll in fall immediately after graduation 42.5% enroll in 2 year colleges 25.48% enroll in 4 year colleges	75% of graduates enroll in fall immediately after graduation 50% enroll in 2 year colleges 25% enroll in 4 year colleges
5 Cs are implemented in District classrooms	LCAP Staff survey- 90% are committed to implementing the 5 Cs	LCAP Staff survey- 87% are committed to implementing the 5 Cs	LCAP Staff survey- 87.8% are committed to implementing the 5 Cs	LCAP Staff survey- 97% are committed to implementing the 5 Cs	LCAP Staff survey- 95% are committed to implementing the 5 Cs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	LCAP Student survey-81% state the 5 Cs are incorporated in their classes	LCAP Student survey-81% state the 5 Cs are incorporated in their classes	LCAP Student survey-73.7% state the 5 Cs are incorporated in the classes	LCAP Student survey-93% state the 5 Cs are incorporated in the classes	LCAP Student survey-90% state the 5 Cs are incorporated in their classes
Students completing dual enrollment courses	2019-20 completion Duplicated students Cypress College-2025 Fullerton College-888 Unduplicated students Cypress College-1165 Fullerton College-659	2020-21 completion Duplicated students Cypress College-2119 Fullerton College-550 Unduplicated students Cypress College-936 Fullerton College-364	2021-22 completion Duplicated students Cypress College-154 Fullerton College-411 Unduplicated students Cypress College-1867 Fullerton College-663	2022-23 completion Duplicated students Cypress College-1345 Fullerton College-600 Unduplicated students Cypress College-2689 Fullerton College-1071	Duplicated students Cypress College-2300 Fullerton College-1000 Unduplicated students Cypress College-1500 Fullerton College-800
Percentage of EL students who score Level 4 on ELPAC	10.94% (2018-19)	9.91% (2020-21)	15.57% (2021-22)	14.20 (2022-23)	14%
Percentage of students who have completed at least one CTE Pathway	2019-20	C/O 2020-21 District- 23.5% SED- 22.3%	C/O 2021-22 District- 26.2% SED- 24.8%	C/O 2022-23 District- 21.08% SED- 21.04%	District- 27% SED- 26% EL- 21% SWD- 17%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		EL- 17.1% SWD- 13.9% FY- 15.9%	EL- 19.6% SWD-19.1% FY- 12.5%	EL- 11.58% SWD- 17.9% FY- 11.94%	FY- 19%
Percentage of students who completed at least one CTE Pathway and A-G Requirements	2019-20	C/O 2020-21 District- 14.2% SED- 12.4% EL- 5.7% SWD- 2.2% FY- 4.5%	C/O 2021-22 District- 17.6% SED- 15.7% EL- 6.9% SWD- 4.0% FY- 4.2%	C/O 2022-23 District- 21.08% SED- 21.04% EL- 11.58% SWD- 17.9% FY- 11.94%	District- 18% SED- 16% EL- 9% SWD- 6% FY- 8%

Goal Analysis

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

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

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

The overall implementation of the actions to achieve the articulated goal had both its challenges and successes. The District's efforts to develop 21st-century skills and enhance post-secondary readiness have yielded significant successes, particularly in high commitment to the 5Cs, strong partnerships with colleges, and high graduation rates. However, challenges remain and the District is committed to continuous focus on targeted support, professional development, and resource allocation to sustain and build on achieved successes and address student performance indicators.

The professional learning plan (action 1.1) and effective instruction actions (action 1.2) are aimed to improve A-G eligibility, graduation rates, and college-going rates, which are crucial metrics for assessing college and career readiness. These actions are supported by the high commitment to implementing the 5Cs. The District was successful in the implementation of the 5Cs across the curriculum. The 5Cs were embedded into classroom activities and curriculum across all subject areas to ensure students consistently engage with these essential skills.

This approach was supported by professional learning plans and effective instructional strategies. The 5Cs are also reflected in the teacher created Performance Task Assessments (PTA). Our LCAP survey data demonstrates both staff and students showed a high commitment to integrating the 5Cs into their learning and teaching. Some challenges and areas that the District is working on is developing indicators/analytics/dashboards of students' 5Cs that teacher and students can use to inform teaching and learning. The District is working through eKadence the district's learning management system (LMS) to generate data that captures rich student experiences through reflections and PTAs and measures the 5Cs. Additionally, although several teachers engage in District and site professional learning, the District wants to expand professional learning and build a system of leading teachers. This year the District rolled out the 2023-24 Professional Learning (PL) calendar, which included PL topics such as, PTA Development using the Design Template; 5Cs Student Reflection-Making Meaning from the Data; Transcendent Thinking/Capstone; eKadence Student Skill Reflection-Introducing 5Cs Student Reflection Tool; eKadence Dashboard; and 5Cs Student Reflection Data Dive. The District also held its annual Education Summit - "Seize the Day" which was attended by teachers, staff, administrators from across the District. Approximately 50 different innovative and inspiring workshops were developed and presented by teachers from across the District.

The District prides itself in ensuring that students have sufficient access to standards-aligned instructional materials (action 1.3), and that State adopted academic and performance standards are implemented. This year the District began its Science textbook adoption process. The Science textbook timeline included convening a selection committee, providing an overview of the NGSS time process, District lens, Consensus building around established rubrics, publisher presentations, and pilots of materials and/or units. It has been a successful and robust process. Some challenges have included meeting timelines for approval with the District's Instructional Materials Review Committee (IMRC) due to the volume of textbooks to be reviewed, which has pushed the adoption into July 2024.

The District makes technological resources available to all students and their families, beginning with the registration process at the start of the school year. Students and families can also request a chromebook/laptop and/or hotspot directly from their school site. The District has found the site level distribution successful in serving the needs of all students.

The broad course of study (action 1.5) and instructional options (action 1.7) supports students' progress towards graduation and post-secondary goals, thereby contributing to college and career readiness. The District has partnerships with two community colleges, Fullerton and Cypress Community College to offer Dual Enrollment at eight comprehensive High Schools and at Oxford Academy, Cambridge Virtual Academy, and Gilbert High School (Continuation). The courses are aligned to CTE pathways and transferable to the University. Students participating in Dual enrollment receive college and high school credit. The District has seen tremendous growth in the embedded program and this year focused on continuing to expand programs. The 2022-23 Dual Enrollment participation data on duplicated and unduplicated students enrolled in dual enrollment courses at Cypress College and Fullerton College demonstrate significant participation. The District's implementation has successfully expanded the dual enrollment class offerings. Of the twenty-two pathways offered, eleven have a dual enrollment course(s) connection.

The District continued to ensure students have access to Career Pathways. AUHSD has over seventy Career Pathways and four Innovative Career Pathways in Artificial Intelligence, Biotechnology, Cybersecurity Institute, and Drone Technology. The District ensured that these pathways include integrated coursework, college credit, work based learning, and student leadership opportunities. Each school's Career Pathways offer the highest possible level of quality, connecting Career Technical Education, academics, dual enrollment college credit, extra-curricular activities, and work-based learning opportunities to ensure student success. Through the development of the six-year plan,

counselors guide and support student access to these opportunities, with an emphasis on providing access to low income, foster youth, and English learner (plurilingual) students.

The post-secondary readiness action (1.9), which encompasses increasing work experience and internship opportunities continues to be successfully implemented through AIME, Anaheim's Innovative Mentoring Experience, which is a career mentoring and internship program exclusively for AUHSD students. The program offers various tiers of participation, including one-day career mentoring events, multiple day career mentoring series, and internships. The AIME program is designed to help students explore potential careers, as well as to see how 21st Century Skills (communication, collaboration, critical thinking, creativity, and character) and technical skills are applied in the workplace. The goal of the AIME program is to help AUHSD students find a sense of voice and purpose to guide their plans after high school. The District has Work-based Learning Coordinators at the school sites to help connect students to the many opportunities offered through the AIME program. The District is working on ensuring that these opportunities are offered equitably across all sites and all student groups. An added challenge is ensuring that resource inequities such as transportation do not hinder students from actively participating in such programs. If students cannot arrange their own transportation they are offered OCTA bus passes to assist with transportation. If an internship provider is too far away to make bus transportation viable, the AIME program will provide another means of transportation.

Additional professional learning experiences (action 1.10), particularly in mathematics, focused on student-centered instruction and equitable grading. Junior high Math Learning Lab teachers facilitated numerous workshops and professional learning experiences for educators, with a focus on Performance Task Assessments. Teachers work to create authentic mathematics experiences in their classrooms, that often are left out of traditional mathematics curriculum and to celebrate the rich and vibrant communities that support our students and their lived experiences, they are focused on intentional lesson design and differentiated supports for student learning.

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

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

The material difference in Goal 1 are as follows:

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

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

Action 1.6 English Learners- Estimated actuals exceeded the budgeted expenditures due to higher than anticipated staffing costs.

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

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

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

The LCAP contributing actions implemented to support Goal 1 continue to demonstrate efficacy as demonstrated by the associated metrics. The planned actions encompass a comprehensive approach to fostering college, career, and life readiness through the implementation of the 5 Cs, addressing the diverse needs of students and providing them with the necessary support and opportunities for success. While each action may have varying degrees of effectiveness, collectively, they contribute significantly to ensuring that all students demonstrate college, career, and life readiness through the implementation of the 5 Cs. The effective implementation of these actions has led to improved outcomes and better preparation for students' college, career, and life readiness, and success. The actions continue to support student achievement and will continue for the 2024-25 year.

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

The LCAP staff survey indicated that 97% of staff are committed to implementing the 5Cs in the classroom. The student survey showed that 93% of students stated that the 5Cs are incorporated into their classes, indicating that students perceive the integration of these essential skills into their learning experiences. Student and staff surveys on the 5Cs have yielded high percentages of students and staff affirming the incorporation of the 5Cs in the classroom, which indicate a positive perception of the District's efforts in fostering essential 21st-century skills. This suggests that initiatives aimed at developing these skills have been effectively implemented.

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

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

In terms of providing a broad course of study, in the 2022-23 year there were 1345 duplicated students enrolled in courses at Cypress College and 600 at Fullerton College. Additionally, there were 2689 unduplicated students enrolled at Cypress College and 1071 at Fullerton College, indicating the extent of student participation in dual enrollment programs, contributing to their post-secondary preparedness. These programs provide students with opportunities to earn college credits while still in high school, enhancing their post-secondary readiness.

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

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

Ensuring students had access to technological resources, including Chromebooks, laptops, and internet hotspots, to support their learning and skill development was a priority. Data from the 2023-24 academic year showed that the District has 23,631 active students that have a Chromebook and/or laptop checked out, and 650 hotspots checked out for internet connectivity, facilitating access to technological resources and post-secondary skill development, which upholds the contributing action.

Low Math Proficiency: CAASPP Math results indicated that only 23.96% of students met or exceeded the standard, pointing to a critical area for improvement in math education and proficiency. ELA Proficiency: Similarly, only 42.64% of students met or exceeded the standard in CAASPP ELA assessments, necessitating ongoing efforts to enhance literacy skills, especially for disadvantaged groups. This suggests a significant gap in Math proficiency among students and highlights an area for ongoing improvement for the District. CAASPP ELA results indicated on-going need for improvement. Improving achievement results for all students, with an even greater emphasis on improving achievement results for low income, foster youth, English learners (plurilingual), Hispanic/Latino, homeless youth, and students with disabilities are a priority.

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

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

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

Goal Analysis

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

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

This goal reflects the District's commitment to supporting family and community engagement. The District's family and community engagement efforts are approached through a Community Schools model of equity to ensure families' assets and needs are elevated and supported.

AUHSD's approach to family and community engagement is to build the capacity of our community in a welcoming, culturally responsive environment that champions trust, cultivates empathy, and empowers family and community engagement for the unlimited success of our students. We believe that the authentic partnerships with our students, families, and the greater community will help lead to transformative student outcomes.

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

To increase parent engagement (action 2.1), the school sites host the following on a regular basis: Coffee with the Principal; English Learner Advisory Committee (ELAC) meetings; Parent Learning Walks; Parent Empowerment via FACES: Ready, Set, Go; Grow (Modules educating parents on all that their students can take advantage of). AUHSD offers: Disciplina Positiva/Positive Discipline; Love and Logic Classes; Mindfulness Classes; Anaheim Collaborative Partner Based Parent Leadership Conferences; Simon Silva Art, Identity and Community Based Courses; District English Learner Advisory Committee (DELAC). All school sites also continue to engage parents and families through their Parent Learning Walks.

The FACES and Community Schools staff (action 2.2), continue to be an essential part of the efforts to improve holistic outcomes for students. The District has improved its family engagement practices by providing additional resources to support staff in sustaining strong relationships/partnerships with families, providing opportunities for families to share about their family and students through an assets and needs assessment process, including surveys, community school site mapping, and community voice circles. The District has sought to honor the contributions, languages, cultures, and needs of both families and staff through this asset-based approach to the Community Schools model.

The District is fully committed to the community schools model (action 2.4), to create schools where students, staff, families and community partners are engaged and work through collaborative leadership to expand student opportunities to address the needs of the whole child. The community schools journey in 2022-23 has included: educating, informing and engaging the schools/communities across AUHSD. Community schools affirmed current partners and the importance of maintaining relationships and the need to expand and form new partnerships. Community schools are calibrated across AUHSD systems/structures centered on Career Preparedness Systems Framework (CPSF) and the whole child. The District also developed and convened the Community Schools Site Teams, whose site members consist of principal, teachers, parents, students, community partners, and site staff. This is in addition to the already existing Community Schools Steering Committee. A resolution was passed by the AUHSD Board of Trustees in March of 2022 supporting the District's commitment to the community schools model and the District's application to the California Community Schools Partnership Program (CCSPP).

Identified challenges included staff attendance combined with staffing and substitute shortages, which resulted in some programming to be altered or canceled. Despite these challenges, sites implemented curriculum and training for parents and families. Through the community schools model the District conducted an assets and needs assessment, held community learning walks, community circles, and during the Spring of 2022-23 convened community schools site level teams. Analysis of data collected demonstrates the need to more effectively analyze and publicly share out the various data points being collected. For leadership capacity/engagement, AUHSD will continue to build

and expand on the opportunities for building leadership capacity for our families and engaging disengaged families. Provide time for teachers and families to collaborate in the development of goals for students through the lens of the community schools pillars. Continue to provide professional learning to support teachers to work with families around student needs, assets, and goals. Also, identifying methods to improve engagement with underrepresented families and families of unduplicated students.

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

The material difference in Goal 2 are as follows:

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

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

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

The LCAP contributing actions to support Goal 2 continue to prove effective with increasing parent engagement, as evidenced by the high participation rates in workshops and/or meetings and positive feedback from the LCAP Parent survey. These actions were highly effective in providing language-appropriate support and programming for low income, foster youth, English learner (plurilingual) families. The provision of support services, such as food/care packages, demonstrated tangible assistance to the community, contributing to improved access to school and community resources. The metrics (measuring and reporting results) reflect a considerable level of participation, with a high percentage of parents and families feeling welcomed by the school and actively participating in workshops and meetings, which demonstrates that the contributing actions were effective and continue to be relevant in addressing the goal.

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

Family and Community Engagement Specialists (FACES) and translators offered language-appropriate support and programming for low income, foster youth, and English learners (plurilingual) students and their families. The district communicates regularly with families in various languages and formats, providing multiple opportunities for input through committees such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Site level Community School Steering Committee, Parent Teacher Students Association (PTSA), District level Community Schools Steering Committee, District English Learner Advisory Committee (DELAC), and Superintendent Parent

Advisory Committee (SPAC). Over 2,500 parents responded to the annual Local Control and Accountability Plan (LCAP) survey and 165 parents and families participated in one or more of the LCAP Focus Group meetings. The high number of families served via food/care packages also demonstrates the effectiveness of this action in reaching parents, families and the community.

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

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

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sense of school connectedness	<p>LCAP Student Survey- (2020-21)</p> <p>57% state they feel connected to their school</p> <p>73% state they have an adult they can approach</p>	<p>LCAP Student Survey- (2021-22)</p> <p>58% state they feel connected to their school</p> <p>56% state they have an adult they can approach</p>	<p>LCAP Student Survey- (2022-23)</p> <p>50.4% state they feel connected to their school</p> <p>50.9% state they have an adult they can approach</p>	<p>LCAP Student Survey- (2022-23)</p> <p>87% state they feel connected to their school</p> <p>69% state they have an adult they can approach</p>	<p>LCAP Student Survey-</p> <p>65% state they feel connected to their school</p> <p>85% state they have an adult they can approach</p>

Goal Analysis

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

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

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

To improve attendance (action 3.1) the District convened an Attendance Task Force and provided recommendations to all school sites to be implemented this school year. Every school convened an attendance site team to implement and support the recommendations made by the task force. The recommendations that were developed through the Attendance Task Force, include administration responsibilities, teacher responsibilities, classified support, and home visit protocols. The District's Student Support Services worked with site attendance teams, attendance staff, outreach staff, family and community engagement staff, and community schools staff to proactively support improved attendance. Attendance and Chronic absenteeism is also a topic addressed in every task force (Foster Youth, Students with Disabilities, and Plurilingual/English Learner), which meets with the school sites twice per year.

The Attendance teams at the sites are led by an administrator and meet monthly to monitor attendance data and trends, identify students to review utilizing the Education Monitoring Team (EMT) process, with multi-tiered approaches to supporting individual students and their families. During these site level meetings the sites develop agendas and create individualized actions and strategies to support the needs of chronically absent students. The challenges in the implementation of site level Attendance teams has been systematizing the practices across all school sites. The District has outreach workers that conduct home visits in efforts to engage parents and families as partners in

improving attendance and applying tailored interventions. With a limited number of outreach workers the volume of home visits for chronically absent students were very high. The District is in the process of training Community School Coordinators and additional staff to proactively conduct home visits prior to students becoming chronically absent. The District will also leverage relationships with community partners to offer resources to support students and families in efforts to remove barriers contributing to absenteeism.

The District continued with Saturday Academy offerings at every site, which provides additional academic support and enrichment opportunities for students. This includes tutoring, homework assistance, and targeted instruction in core subjects to help students improve their understanding and performance in their regular coursework. By offering engaging and interactive learning experiences, Saturday Academy aims to increase student motivation and interest in their education to help lead to better attendance, participation, and overall school performance. Additionally, the District supports and implements 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. By embedding these skills into the curriculum, students find their learning experiences more engaging and relevant, which increases their motivation to attend school regularly. Cultivating student voice and purpose across all content areas through initiatives like the Seal of Civic Engagement, AUHSD Talks, the Seal of Biliteracy, applied problem-solving, writing journeys, and culturally relevant pedagogy further enhances their sense of belonging and connection to their education. By fostering a supportive, engaging, and relevant educational environment, the District hopes to address the root causes of absenteeism—lack of interest, perceived irrelevance of school, and disengagement—thereby improving overall attendance and reducing chronic absenteeism.

The District implemented a comprehensive approach to support the mental, physical, behavioral, and emotional health of students (action 3.2), particularly focusing on English learners, foster youth, and low-income students. This multifaceted strategy aimed to reduce student suspensions, improve learning outcomes, and promote overall well-being. The District continued to support the implementation of MTSS, enhancing mental health resources to address the social and emotional needs of students. This included developing a District level Mental Health Committee and developing a multi-tiered approach that outlines specific roles for counselors, psychologists, and social workers. The District also provided training for staff to identify and support students' social emotional needs. Challenges included ensuring that all staff are adequately trained annually. Successes include collaboration and coordination among counselors, social workers, and school psychologist in efforts to support the mental health of students. The District offered continuous training on mindfulness for both parents and staff. This training focused on techniques to help students reduce stress, enhance focus, and improve emotional regulation. The challenge was integrating these practices into the daily routines of students and teachers, particularly in schools with higher needs. However, the success was evident as students and staff reported feeling more equipped to handle stress and maintain a positive learning environment, contributing to a more supportive and effective educational setting.

All sites continue to be staffed with a social worker to provide a tiered approach to mental health support. They assess home, school, personal, and community factors that may affect a student's learning, identify and provide intervention strategies for students and their families, including counseling, case management, and crisis intervention. They consult with teachers, administrators, and other school staff regarding social and emotional needs of students and coordinate family, school, and community resources on behalf of students. To ensure

efforts are coordinated and services are not duplicated the District's Mental Health and Wellness office will oversee the Education Monitoring Teams and the 504 Plans along with the site level social workers taking a lead role at their designated school site.

Alternatives to suspension, such as Restorative Practices, were further developed and implemented. These practices included conflict resolution, peer mediation, and restorative circles, aimed at repairing harm and restoring relationships rather than simply punishing students. The District continued to support the Alternative to Suspension program to reduce suspension rates and provide students with alternatives that focus on restorative practices, personal growth, and behavioral improvement. The District also continued to provide training in Capturing Kids Hearts, all but three sites have been trained.

Counseling support (action 3.3) continues to be a priority in AUHSD. The District has prioritized the creation of individualized six-year academic plans for each student, aligned with college and career goals. Counselors collaborated with students to develop these plans, which include course selections and extracurricular activities designed to prepare them for post-secondary success. These plans were regularly reviewed and updated to reflect students' evolving interests and goals. The District maintained a focus on the national counseling standards to ensure a consistent and high-quality approach across all schools. Professional learning opportunities were provided to counselors and support staff to familiarize them with these standards and to equip them with the skills necessary to implement them effectively. Monitoring mechanisms were established to track the implementation and ensure adherence to these standards. To ensure that McKinney-Vento, foster youth, English learners (plurilingual), and low-income students were enrolled in appropriate academic programs, the District implemented site-level transcript review processes, where site teams evaluated and audited transcripts.

The District implemented a comprehensive approach to providing academic and social-emotional support for foster youth and McKinney-Vento students (action 3.5), aiming to increase their engagement, academic achievement, and post-secondary readiness. The District expanded course selection and access for these students, ensuring they had opportunities to enroll in a diverse range of subjects that aligned with their interests and career goals. This effort required coordination with teachers, counselors, and social workers to tailor course offerings to the specific needs of foster youth and McKinney-Vento students.

Additional instructional materials were provided to these students to support their learning, addressing gaps in resources that might impede their academic progress. This included school supplies, technology, and other educational tools necessary for a conducive learning environment. Monitoring and supporting the recommendations of the foster youth task force were also integral to this action, ensuring that the strategies remained relevant and effective.

The District increased outreach services to foster youth and McKinney-Vento students by deploying dedicated staff to connect with these students and their families, providing them with information about available resources and support systems. Mentoring programs were developed to offer personalized guidance and support, fostering relationships that help students navigate academic and personal challenges.

A cross-agency, multidisciplinary educational team was engaged to support the educational success of foster youth and McKinney-Vento students. This team included representatives from various sectors such as social services, mental health, and education, working collaboratively to address the multifaceted needs of these students. Additionally, transportation services were provided to ensure that foster youth and McKinney-Vento students could consistently attend school, thus reducing barriers related to mobility and stability.

Despite these comprehensive efforts, the implementation faced several challenges. Coordinating increased course access and tailoring instructional materials to individual needs required significant logistical planning and resource allocation. Ensuring effective communication and collaboration among the cross-agency team also posed challenges, given the varying priorities and workflows of different agencies.

However, the successes were notable. Expanded course offerings and additional instructional materials significantly improved student engagement and academic performance. Outreach services and mentoring programs provided much-needed personal support, helping students feel more connected and supported within the school environment. The collaborative efforts ensured that the diverse needs of foster youth and McKinney-Vento students were addressed holistically, leading to better educational outcomes.

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

The material difference in Goal 3 are as follows:

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

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

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

Improving attendance continues to be an action that the District will work towards. As well chronic absenteeism rates, which remain high, especially among subgroups such as English learners (plurilingual), students with disabilities (SWD), foster youth, low-income, and homeless youth. Despite efforts to identify and support students with truancy issues, more targeted interventions are needed to address chronic absenteeism effectively. The district's attendance rate of 91.3% demonstrated a need to continue to work on engaging students and removing the barriers that lead to decreases in attendance and chronic absenteeism.

By offering engaging and interactive learning experiences, the District's Saturday Academy aimed to increase student motivation, attendance, participation, and interest in their education. Every site offers monthly Saturday Academy opportunities, for 2023-24 the total number of days recovered for attendance for Junior High Schools was 3,610; the total number of days recovered for High Schools was 12,041; and the District-wide total was 15,651. Overall, the Saturday Academy opportunity in AUHSD provides comprehensive support to students, helping them achieve academic success, stay on track for graduation, and prepare for future educational and career opportunities.

The implementation of programs to support student well-being, including MTSS and restorative practices, demonstrates a proactive approach to addressing mental and behavioral health needs. However, the suspension rates, particularly among foster youth, indicate an ongoing need to engage our foster youth. The District has 140 foster youth district-wide. Among our foster youth approximately 457 individual contacts were made through our social workers. Despite these efforts we continue to experience a greater than expected suspension rate for foster youth at 13.7% and low performance levels in ELA and Math. The District will continue with its focus on increasing course selection, providing additional resources, and fostering mentoring relationships for foster youth. Additionally, the District will identify additional support and alternative disciplinary approaches to address the high suspension rates among foster youth students. The District's initiatives to support foster youth and McKinney-Vento students will continue to address the various aspects of their academic and social-emotional needs.

The effectiveness of the Alternative to Suspension program at AUHSD lies in its focus on understanding and addressing the underlying causes of students' behavior, promoting accountability, and providing them with the tools and support they need to make positive changes. By shifting from punitive measures to restorative and supportive practices, the program aims to reduce repeat offenses, improve student well-being, and create a more positive school environment. Approximately 992 total students completed the Pathways to Success Program (Alternative to Suspension) during the 2022-23 year.

The increase in students receiving direct social-emotional and mental health services indicates a need to maintain actions that pertain to social-emotional and mental health services. The District experienced close to 1500 more students receiving direct services from the baseline data (2020-21), which is an approximate 170 percent increase of students seen during the 2023-24 year.

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

The District's action in developing and implementing standards-based school counseling programs played a crucial role in supporting student success, particularly for those most in need. The District prioritized the creation of individualized six-year academic plans for each student, aligned with college and career goals. Counselors collaborated with students to develop these plans, which included course selections and extracurricular activities designed to prepare them for post-secondary success. The LCAP survey showed that 61% of students agree that they have reviewed their six-year plan and 64% of parents agree that they have reviewed their student's six-year plan. The district will continue to ensure that both students and parents are aware and understand the six-year plan.

The LCAP contributing actions to support Goal 3 will continue to aim to improve attendance, counseling support, social-emotional and mental health services and targeted support for foster youth students to improve student outcomes. These actions will contribute to the district's goal of fostering a safe and positive school culture. The District will continue its collaboration between education partners and ongoing monitoring to further advance towards this goal. The District will also take a more targeted approach in addressing chronic absenteeism and reducing suspension rates. Continued collaboration between district administrators, staff, and community partners will be essential to building on successes and addressing remaining areas for improvement in the upcoming year.

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

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

UNLIMITED YOU



ANAHEIM UNION HIGH SCHOOL DISTRICT

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

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

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

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

New this year is our Equity Multiplier (Equity Multiplier) funds. These funds provide additional funding to districts for allocation to schoolsites with prior year non stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238.024. Gilbert High School (Continuation), Polaris Independent Studies (IS), and Cambridge Virtual Academy (CVA) qualify for the statewide Equity Multiplier funds. These school sites have taken feedback from their Educational Partner input groups during their Site Leadership Team meetings (SLT), School Site Council (SSC), District Site level meetings, and student interviews. These sites have developed a plan and identified goals and actions to provide evidence-based services in order to help their students obtain higher success rates and maximize student outcomes. Additional information about the Equity Multiplier is detailed in Equity Multiplier LCAP Goals 4, 5, and 6.

AUHSD Vision

To create a better world through Unlimited You.

AUHSD Mission

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

AUHSD Core Values

We believe in and model the 5 Cs: collaboration, creativity, critical thinking, communication, and compassion.

We believe that education must work for students and not the other way around.

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

We believe in moving the needle toward equity and justice.

We believe that our vision, mission, and core values are delivered primarily through instruction.

We believe in systems not silos.

Reflections: Annual Performance

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

The District-wide student performance levels in English Language Arts (ELA) for 2022-23, based on the California Dashboard indicate that 42.64% of students met or exceeded standard, 4.61% of English learners (plurilingual), 40.32% Hispanic/Latino, 29.41 homeless, 39.44% socioeconomically disadvantaged, and 14.47% students with disabilities met or exceeded Standard for ELA. The data analysis demonstrates that this is an area of needed growth for all students, with an even greater emphasis on improving achievement results for those with a Red indicator, which includes English learners (plurilingual), Hispanic/Latino, White, homeless youth, socioeconomically disadvantaged, and students with disabilities. Seven comprehensive high schools (Anaheim, J.F. Kennedy, Katella, Loara, Magnolia, Savanna, and Western) and seven junior high schools (Ball, Brookhurst, Dale, Orangeview, South, Sycamore, and Walker), and Polaris IS have one or more of the aforementioned student groups performing in the Red in the ELA CAASPP, according to the 2022-23 CA Dashboard data. Accordingly, the District is aware that there is still a lot of work to do because the overall rates leave room for improvement. The District meets with site principals, department chairs and district leaders to discuss how to improve our CAASPP scores through solid instruction and student support systems. To support the achievement in this area the District has developed a structure that allows us to think differently and more deeply about how to center the three main components of the Career Preparedness Systems Framework: Technical Skills, 21st Century Skills (Soft Skills), and Student Voice & Purpose, into the educational experiences of ALL students. AUHSD has developed and implemented the capstone program over the last two years, which is anchored by a system of performance task assessments that allow students to develop technical skills, soft skills, and voice. The capstone program was developed by each school as a means to enact its unique vision and values, and it outlines the ideal student experience for its school community. The capstone is a promise to AUHSD students -- the promise that AUHSD will deliver thoughtful, relevant, engaging experiences to prepare all students for meaningful, purposeful lives. AUHSD continued the implementation and refinement of the capstone program during the 2023-24 year. During year two of implementation, the District continued to support release periods for site's School Leadership Teams (SLT) to help refine performance task assessments and teacher professional learning on embedding student voice, the 5Cs, and technical skills into performance task assessments. Additionally during year two the district ensured that reflection is a part of the learning process, focused staff on using data to adjust performance task assessments to provide support for all student groups, and focused support on teachers identifying authentic audiences for performance task assessments. These efforts will continue during the 2024-25 year.

Districtwide ELA student groups in red: English Learners (EL), Foster Youth (FY), Homeless (HOM), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD) and Hispanic/Latino (HI)

Schools - ELA - All students in red: Dale JHS, Loara HS, Polaris IS and South JHS

Schools- ELA - Student groups in red;

Anaheim HS: EL and SWD

Ball JHS: EL and Hispanic/Latino

Brookhurst JHS: EL

Dale JHS: EL, Homeless, SED, SWD and Hispanic/Latino

J.F. Kennedy HS: EL and SWD

Katella HS: EL and SWD
Loara HS: EL, SED, and Hispanic/Latino
Magnolia HS: EL
Orangeview JHS: EL, Homeless and SWD
Polaris IS: SED and Hispanic/Latino
Savanna HS: EL
South JHS: EL, Homeless, SED, SWD, Hispanic/Latino, White (WH)
Sycamore JHS: EL
Walker JHS: SWD
Western HS: EL and SWD

The District is committed to providing a comprehensive and rigorous math program with instruction that addresses the learning needs of all students. Based on the California Dashboard data for 2022-23 District-wide 23.96% of students met or exceeded standard, .61% of English learners (plurilingual), 8.23% Hispanic/Latino, 5.88% homeless, and 0.00% students with disabilities met or exceeded Standard for Math. Additionally, the student groups that fell in the Red include English learners (plurilingual), Hispanic/Latino, White, homeless, socioeconomically disadvantaged, and students with disabilities. All schools except Cambridge Virtual Academy, Hope School, Magnolia and Western did not have a subgroup in the Red, however, the District will concentrate on taking a comprehensive approach to improving teaching and learning in Math district-wide. AUHSD is focused on developing critical thinking, problem-solving skills, and a deep understanding of mathematical concepts and prioritizes a holistic understanding of mathematics that emphasizes real-world applications, creativity, and collaboration. Through Performance Task Assessments, teachers are working to create authentic mathematics experiences in their classrooms that often are left out of traditional mathematics curriculum and to celebrate the rich and vibrant communities that support students and their lived experiences. This year and continuing next year teachers aim to foster a growth mindset in all students for the foundational development of lifelong learning skills. Particularly, as teachers develop these experiences for students to apply their mathematical knowledge, they are encouraged to use the Innovation Design Template to help them intentionally build in support for English learners (plurilingual), Hispanic/Latino, White, homeless, socioeconomically disadvantaged, and students with disabilities. AUHSD is continuously evaluating and refining math instruction to ensure that all students receive the support they need to succeed.

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

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

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

Districtwide Math student groups in red: English Learners (EL), Homeless (HOM), Students with Disabilities (SWD) and Hispanic/Latino (HI)
Schools - Math - All students in red: Anaheim HS, Ball JHS, Dale JHS, Loara HS, Orangeview JHS, Polaris IS, Savanna HS, South JHS and Sycamore JHS

Schools- Math - Student groups in red;

Anaheim HS: EL, SED, SWD and Hispanic/Latino

Ball JHS: EL, SED and Hispanic/Latino

Brookhurst JHS: EL

Cypress HS: SWD

Dale JHS: EL, SED, SWD, Hispanic/Latino, White

Gilbert HS: EL

J.F. Kennedy HS: EL

Katella HS: EL, SWD and Hispanic/Latino

Loara HS: EL, SED and Hispanic/Latino

Orangeview JHS: EL, Homeless, SED, Hispanic/Latino and White

Polaris IS: SED and Hispanic/Latino

Savanna HS: EL, SED, SWD and Hispanic/Latino

South JHS: EL, SED, SWD, Hispanic/Latino and White (WH)

Sycamore JHS: EL, Homeless, SED, SWD and Hispanic/Latino

Walker JHS: EL, SWD and Hispanic/Latino

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

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

In terms of English learner (plurilingual) progress, the 2022-23 CA Dashboard shows that 41.7% of ELs are making progress towards English language proficiency District-wide, which falls slightly below the State average of 48.7%. The following school sites are demonstrating a Red EL progress indicator, Ball JHS, Brookhurst JHS, Cypress HS, Gilbert HS (Continuation), Kennedy HS, South JHS, and Walker JHS. The District will continue to provide professional learning opportunities for staff in the B.E.L.I.E.F. modules, provide English learners with extended learning opportunities such as Saturday Language Academy, Summer Language Academy, and EL Success Monitoring. The District is utilizing Ellevation and working on systematizing local EL progress monitoring data and supports to be delivered at the school sites. English learners are also being intentionally placed in Native speaker courses and Seal of Biliteracy pathways. As Ethnic studies courses were developed, the District has several ethnic studies embedded Native Speaker classes available for students. Teachers are also being very intentional in providing added academic support in their performance task assessments to address the diverse needs of English learners (plurilingual) students.

Schools - English Learner Progress Indicator (ELPI) - ALL EL student groups in red: Ball JHS, Brookhurst JHS, Cypress HS, Gilbert HS, J.F. Kennedy HS, South JHS and Walker JHS

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

The Magnolia Agriscience Community Center (MACC) is an urban agricultural oasis that was built on the Magnolia High School campus. The MACC educates students, families, and the community about sustainable agricultural practices, nourishment, and community building. AUHSD students have an opportunity to learn NGSS Human Impact standards as well as CA Environmental Principles and Concepts during learning lab field trips to the MACC, geared towards 7th and 9th grade students. These field trips began in the Spring of 2022 and to date over 2,600 students have participated. The students create capstone projects during their human impact unit (typically taught in the spring semester) that incorporate civic engagement projects around environmental justice issues. Additionally, community members have an opportunity to learn about nutrition, environmental sustainability, and ways to grow their own food during MACC farm educational opportunities offered in collaboration with the community schools coordinator and FACES. The MACC has hosted 8 Farm to Table events

with the community with over 732 attended, they hope to host an additional 4 community dinners for the coming 2024-25 year. This year Magnolia High School was named a 2024 California Green Ribbon School Award (Silver) for the work taking place through the MACC. For Summer of 2024 the MACC has a work based experience in collaboration with the City of Anaheim planned. The work based summer experience will allow 80 students to learn about regenerative farming, culinary ROP connection, Environmental Civic Action Projects, Community Public Health, and iLab Marketing and Entrepreneurship.

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

The District's graduation rates for the class of 2022-23 were notably high at 91%, and specifically trending upward for socioeconomically disadvantaged students at 90.2%, surpassing the state average. However, disparities exist among subgroups, with lower rates observed for English learners (plurilingual) 79.5%, students with disabilities 76.1%, and foster youth 77.8%. The graduation rates for Gilbert High School (Continuation) are at 64.1% for all students, 61.6% English learners (plurilingual), 58.9% homeless, 66.7% socioeconomically disadvantaged, 66.7% students with disabilities, and 63.9% Hispanic/Latino. Gilbert HS has developed a Comprehensive Support and Improvement (CSI) plan to improve on their student performance and graduation rates, specifically for the student groups in red, which include EL, Homeless, SED, SWD and Hispanic/Latino youth. The plan outlines support with student's social-emotional needs and continue to develop policies, structures, and systems re-engage students in their learning, credit recovery opportunities, and continue to develop a system to support ELs, Foster Youth, Homeless, Hispanic/Latino, and students with disabilities (as well as other groups) with their language development needs, grades, on-target rates, graduation rates, classroom and state standardized assessments, College/Career, and A-G completion rates. While the A-G completion rates of 54.3%, also exceeded state averages, there are substantial gaps among subgroups, indicating areas for improvement in ensuring equitable access and targeted support for low income, foster youth, and English learner (plurilingual) students.

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

Based on the CA Dashboard the percentage of high school graduates who are placed in the "prepared" level on the College/Career indicator is 46%, which exceeds the State average of 43.9%. The District is proud of its progress, but has also identified room for growth as it relates to English learners (plurilingual), Hispanic/Latino, White, homeless youth, socioeconomically disadvantaged, and students with disabilities,

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

Schools - College/Career Indicators (CCI) - ALL students in red: Gilbert High School

Schools - College/Career Indicators (CCI) - Student groups in red;

Gilbert HS: EL, Homeless, SED, SWD, Hispanic/Latino and White

Katella HS: SWD

Magnolia HS: SWD

Polaris IS: EL, Homeless and Hispanic/Latino

Savanna HS: EL and SWD

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

The following are student response rates from the 2023-2024 LCAP surveys related to school climate:

87% feel accepted at their school for who they are

79% get what they need to be successful in all of their classes or more than half their classes

81% are cared for and treated with kindness in all of their classes or more than half their classes

64% care about other students at their school

69% have at least one adult they can go to at their school to ask for help

76% reported their teachers have high expectations for them in all of their classes or more than half their classes

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

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

school and how they can make an impact on their site. Students develop self-advocacy, leadership skills, are encouraged to be civically engaged and participate in service opportunities.

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

Close analysis of the Chronic absenteeism data on the 2022-23 CA Dashboard indicated that 25% of all students are chronically absent, 33.4% English learners (plurilingual), 43.9% homeless, 28.9% socioeconomically disadvantaged, 36.1% students with disabilities, 33.2% Black/African American, 31.3% American Indian, 29.9% Hispanic/Latino, and 47.6% Pacific Islander. The following school sites had one or more subgroups in the Red for Chronic absenteeism: Ball JHS, Brookhurst JHS, Dale JHS, Orangeview JHS, South JHS, Sycamore JHS, and Walker JHS. To improve attendance the District convened an Attendance Task Force and provided recommendations to all school sites to be implemented this school year. Every school convened an attendance site team to implement and support the recommendations made by the task force. The recommendations that were developed through the Attendance Task Force, include administration responsibilities, teacher responsibilities, classified support, and home visit protocols. The District's Student Support Services worked with site attendance teams, attendance staff, outreach staff, family and community engagement staff, and community schools staff to proactively support improved attendance. Attendance and Chronic absenteeism is also a topic addressed in every task force (Foster Youth, Students with Disabilities, and Plurilingual/English Learner), which meets with the school sites twice per year.

Districtwide Chronic Absenteeism student groups in red: All, English Learners (EL), Homeless (HOM), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), African American/Black (AA), American Indian/Alaska Native (AI), Hispanic/Latino (HI) and Pacific Islander (PI)

Schools - Chronic Absenteeism - All students in red: Ball JHS, Brookhurst JHS, Dale JHS, Orangeview JHS, South JHS and Sycamore JHS

Schools- Chronic Absenteeism - Student groups in red;

Ball JHS: EL, Homeless, SWD, Hispanic/Latino and White

Brookhurst JHS: EL, Homeless, SED, SWD and Hispanic/Latino

Dale JHS: White

Orangeview JHS: EL, SED, SWD, Hispanic/Latino and White

South JHS: EL, Homeless, SED, Hispanic/Latino and White

Sycamore JHS: EL, Homeless, SED, SWD and Hispanic/Latino

Walker JHS: EL, Homeless, SED and Hispanic/Latino

The Attendance teams at the sites are led by an administrator and meet monthly to monitor attendance data and trends, identify students to review utilizing the Education Monitoring Team (EMT) process, with multi-tiered approaches to supporting individual students and their families. During these site level meetings the sites develop agendas and create individualized actions and strategies to support the needs of chronically absent students. The challenges in the implementation of site level Attendance teams has been systematizing the practices across all school sites. The District has outreach workers that conduct home visits in efforts to engage parents and families as partners in improving attendance and applying tailored interventions. With a limited number of outreach workers the volume of home visits for chronically absent students were very high. The District is in the process of training Community School Coordinators and additional staff to proactively

conduct home visits prior to students becoming chronically absent. The District will also leverage relationships with community partners to offer resources to support students and families in efforts to remove barriers contributing to absenteeism.

According to the 2022-23 CA Dashboard data the District-wide suspension rate is at 3.8%, which closely mirrors the States suspension rate of 3.5%. The District has developed systems and practices to help reduce suspensions, specifically as it relates to foster youth who have a 13.7% suspension rate for the 2022-23 year. Additional attention will be placed on school sites with a higher suspension rate specifically among student groups in the red, according to the CA Dashboard. Alternatives to suspension, such as Restorative Practices, will be further developed and implemented. These practices will include conflict resolution, peer mediation, and restorative circles, aimed at repairing harm and restoring relationships rather than simply punishing students. This year the effectiveness of the Alternative to Suspension program at AUHSD lies in its focus on understanding and addressing the underlying causes of students' behavior, promoting accountability, and providing them with the tools and support they need to make positive changes. By shifting from punitive measures to restorative and supportive practices, the program aims to reduce repeat offenses, improve student wellbeing, and create a more positive school environment. Approximately 992 total students completed the Pathways to Success Program (Alternative to Suspension) during the 2022-23 year.

Districtwide Suspension student groups in red: Foster Youth
Schools- Suspension - Student groups in red;
Anaheim HS: Homeless
Ball JHS: Homeless
Dale JHS: SWD
J.F. Kennedy HS: Homeless
Orangeview JHS: EL and White
Savanna HS: EL and SWD
Sycamore JHS: Homeless
Walker JHS: African American/Black

Reflections: Technical Assistance

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

AUHSD became eligible for Differentiated Technical Assistance due to low academic indicators in English Language Arts (ELA) and Math, particularly for specific student subgroups. The identified subgroups in the Red for ELA include English learners (plurilingual), foster youth, homeless students, socioeconomically disadvantaged students, students with disabilities, and Hispanic/Latino students. For Math, the subgroups in the Red are English learners (plurilingual), homeless students, students with disabilities, and Hispanic students. Additionally, AUHSD is addressing chronic absenteeism for all students and the suspension rate for foster youth. To address the various needs for improvement the following Goals and Actions have been developed; Goal 1: Actions 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, and 1.10; and Goal 3: Actions 3.1, 3.2, 3.3, 3.5. Through these actions the District plans to improve student achievement, chronic absenteeism, and suspension rates for foster youth.

The District has engaged in Differentiated Technical Assistance and partnered with the Orange County Department of Education (OCDE) to provide targeted interventions for these subgroups and address the specific challenges they face. The work underway includes data analysis and identification of assets and needs of student subgroups. The district is conducting detailed data analysis to identify specific areas for growth for each subgroup. This includes disaggregating data by subgroup to understand the unique challenges faced by English learners, foster youth, homeless students, socioeconomically disadvantaged students, students with disabilities, and Hispanic/Latino students in ELA and Math. Additionally the district is engaging the Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI) sites in a series of professional learning and coaching in action research design. The process will include:

10 hours of in-person workshop time

~Go deep on each stage

~Identify data sources

~Apply data analysis

Zoom checkins (<30 min.) during Site Leadership Team (SLT) Core meetings

~Data collection (our team and your team)

~Data analysis presentations (brief write-ups)

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

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

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

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

The District's engagement in Differentiated Technical Assistance, has provided valuable support in addressing the specific needs of subgroups with low academic indicators in ELA and Math. By focusing on data-driven decision-making, targeted professional development,

inclusive curriculum updates, and comprehensive support programs, the District is committed to improving outcomes for all students. The collaborative efforts between the District, school sites, educational partners, and OCDE ensure that AUHSD remains responsive to the assets and needs of its diverse student groups.

Additional strategic goals and objectives include:

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Junior High Schools:

Ball Junior High

Dale Junior High

South Junior High

High School:

Gilbert High School (Continuation)

Support for Identified Schools

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

The District has and will support the identified school sites in developing their school action plan by implementing a series of professional learning and coaching sessions with the Site Leadership Teams. District-wide needs and assets surveys with disaggregated data by school site will be conducted to provide useful feedback regarding academic achievement, attendance, socioemotional needs of students and families. This will allow for a deeper understanding of the school context, help facilitate development of a clear strategy, facilitate identification of clear implementation steps, and facilitate creation of a practical action plan to address root causes. The Comprehensive

Support and Improvement (CSI) eligible school sites will incorporate this feedback loop to uncover and address resource disparities and implement an action plan.

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

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

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

Monitoring and Evaluating Effectiveness

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

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

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

District administrators will monitor the implementation of the school site's action plans by meeting with the site during the first quarter of the 2024-25 year to review their SPSA and current implementation. This meeting will also allow the school and District to adjust any planned activities based on the most current data available. Additionally, the sites will report out to the District on the progress of the school's SPSA, English learner action plan, students with disabilities and foster youth action plan. This will occur once each semester. The site principal will be assigned a District level coaching administrator to further assist and ensure consistent implementation of the school's plan.

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

Engaging Educational Partners

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

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

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

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

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

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

Educational Partner(s)	Process for Engagement
	during their Site Leadership Team meetings (SLT), School Site Council (SSC), District Site level meetings, and student interviews. These sites have developed a plan and identified goals and actions to provide evidence-based services in order to help their students obtain higher success rates and maximize student outcomes.
Parents and families of students with exceptional needs (LCAP Focus Group 1, 2, 3, & 4)	During the LCAP Education Partner Engagement process LCAP Focus Groups conducted needs and gap analysis, with close attention paid to unduplicated pupils and additional important student groups such as homeless and students with exceptional needs. Participants in the Focus Groups were parents, including parents and families of students with exceptional needs. Focus groups met on February 27, March 21, and April 9, 2024.

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

Feedback, ideas, and recommended priorities for the development of the Local Control and Accountability Plan (LCAP) were gathered via an online LCAP survey with 18,831 responses and various in-person focus group meetings inclusive of education partners, directors, coordinators, principals, assistant principals, counselors, curriculum specialists, teachers, classified staff, students, parents and families, community members, and representatives from local bargaining units. The breakdown in education partner engagement attendees is as follows: 165 parents and families, 249 students, 247 staff, and 11 community members attended one or more LCAP Educational Partner Engagement focus groups and/or whole group meetings. This rich data was utilized to inform the LCAP. Listed below is a summary of the feedback provided, recommended priorities and commendations made from the AUHSD Educational Partner engagement processes.

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

Recommendations from the DELAC included continuing to strengthen building parent leadership capacity and continue to promote inclusive, engaging environment for English learner (plurilingual) and newcomer students through:

- ~strengthening ELACs at the school sites, organize DELAC/ELAC collaboration with other parent groups and community organizations and engage in articulation with feeder DELAC/ELACs
- ~supporting and understanding Career Preparedness Systems Framework via parent learning walks and capstone portfolio interviews
- ~invite guest speakers/role models (i.e. community members and former EL students) to classrooms, schools, district events

- ~continue to provide training to parents and staff on mental health, socio-emotional needs, and cultural competencies
- ~continue to create more awareness around the needs of special education students
- ~continue encouraging work around the B.E.L.I.E.F. modules, EL Shadowing, EL Toolkits, Project LEARN and increasing teacher capacity to decrease the opportunity gap and increase the access and success of English learner (plurilingual) students.

Through the recommendations of the DELAC and the LCAP Focus Group input all District LCAP Goals emphasize providing specific attention to our District's students who are low income, foster youth, and EL (plurilingual). Additionally, the District is committed to amplifying student and community voice through a community school approach model, which may include community voice circles to listen and capture the experiences of students and families, centering the classrooms and the performance task assessments around the community schools approach and expanding horizons through dynamic partnerships. All three previous LCAP Goals were revised and included in the 2024-25 LCAP. Additionally, as a result of the Equity Multiplier input meeting with school site level Education Partners, Gilbert HS, Polaris IS, and Cambridge Virtual Academy (CVA), have developed a Goal for their site and several actions that will support student outcomes during the 2024-25 school year.

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

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

The consultation through the LCAP survey and the various LCAP Focus Group meetings the following top three recommended priorities were made and have been included as new/revised actions in the 2024-25 LCAP. The recommendations include:

Action 3.4: School administrators, faculty, facilities and maintenance staff, and community volunteers will implement a comprehensive plan to upgrade and maintain school facilities. This includes repairs, renovations, and necessary improvements to ensure a safe and healthy learning environment, which is crucial for the academic success and wellbeing of all students, including low income, foster youth, and EL

(plurilingual). Upgrading facilities demonstrates a commitment to equity and enables students to thrive.

Action 3.6: The District will continue its efforts, as funding permits to allocate staffing (social workers, counselors, FACES, community school coordinators) for every site specifically to support foster youth and low income (McKinney-vento) students to provide transportation, mentoring programs, supplies, mental health services, and care coordination with outside agencies.

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

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

~To increase the proficiency for students and staff in using technology for educational purposes and preparing students for life after graduation, the District will:

- Research and purchase tools that all students have access to (connectivity and devices)
- Implement proper professional learning for the tools to maximize their effectiveness.

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

~The District will continue its efforts to increase the number of school counselors, as funding permits to support academic development to ensure all students, including low income, foster youth, and EL (plurilingual) students are aware of and meet the A-G requirements, learn about possible post-graduate education, receive personalized academic guidance and support to ensure that all students are college and career ready.

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

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

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

~The District will revamp Parent Leadership Academy, which will include placement of parents on committees, professional learning for

parents, parent training to recruit and engage parents to present to the school community.

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

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

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

From these recommendations, LCAP goals were revised and some new goals were added to better align with the needs of the students, parents, and families served by the District. Consequently, new or revised actions were integrated into the plan, and respective divisions such as the English Learner (Plurilingual) Department, Student Youth Services, and the Family and Parent Engagement Office are actively working to address the recommendations directly.

The English Learner (Plurilingual) Department is enhancing its programs by implementing more robust language acquisition supports and culturally responsive teaching strategies. They are expanding professional learning opportunities for teachers to improve instructional practices for English learners. The department is also increasing access to bilingual resources and creating more inclusive classroom environments. Furthermore, they are organizing workshops for parents of English learners to help them support their children's language development and academic progress at home.

Student Youth Services is working on appointing parent representatives to the GASELPA. They are planning to enhance communication channels to ensure parents are well-informed and actively involved in their children's education.

The Family and Parent Engagement Office is dedicated to fostering strong school-family partnerships. The office is offering a variety of training sessions and workshops for parents, and co-creating asynchronous modules focusing on topics such as navigating the educational system, supporting homework and learning at home, and accessing school and community resources all of these account for a thriving family engagement structure.

The collaborative efforts of the English Learner (Plurilingual) Department, Student Youth Services, and the Family and Parent Engagement Office demonstrate a comprehensive and integrated approach to addressing the recommendations and supporting the community.

Through the consultation process the District is ensuring that its efforts are more targeted and effective in meeting the diverse needs of its student population. These actions not only aim to improve academic achievement but also enhance the overall well-being of students and foster a supportive and inclusive school environment.

Goals and Actions

Goal

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

State Priorities addressed by this goal.
Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.
<p>This goal was created to develop 21st century skills including collaboration, creativity, critical thinking, communication, and compassion since these are essential components of post-secondary and career readiness. This goal also cultivates student voice and purpose across all content areas and through integrated initiatives to ensure student engagement and motivation are consistently high. Lastly, this goal provides technical skills through Career and Technical Education Pathways leading to certificates, dual credit opportunities with community colleges, and mentorships and internships with businesses and nonprofit organizations. The percentage of students who completed at least one CTE Pathway and A-G requirement was 21.08% district-wide, 21.04% for low income students, 11.58% for English learner (plurilingual) students, 17.9% for students with disabilities (SWD), and 11.94% for foster youth students, demonstrating an on-going need to grow in this area.</p> <p>The professional learning plan equips educators with the skills to deliver effective instruction that integrates critical thinking, creativity, collaboration, communication, and compassion. Effective instruction, using research based methods, engages students in meaningful learning, tailored to meet the needs of individual students, especially disadvantaged ones. Providing up-to-date instructional materials ensures all students have the resources needed for academic success. Access to technological resources, such as devices and internet connectivity, bridges the digital divide for low-income and foster youth, enhancing digital literacy and online learning.</p> <p>A broad course of study offers students a diverse curriculum, including Career and Technical Education (CTE), Visual and Performing Arts (VAPA), and World Languages, allowing exploration of interests and development of various skills. English learner student academic and language supports help EL students achieve language proficiency and academic success through targeted instruction and additional support. Expanded instructional options, such as after-school programs, summer school, and online courses, provide multiple pathways for academic success and post-secondary preparation. The effectiveness of these actions is measured by metrics such as graduation rates, A-G completion rates, fully credentialed teachers, ELA and Math CAASPP scores, AP exam pass rates, and access to a broad course of study. Additionally, the attainment of the Seal of Biliteracy and the Seal of Civic Engagement, along with EL student progress on ELPAC, are tracked to ensure students are gaining necessary skills.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rate	<p>C/O 2023 District- 91.00% SED- 90.2% EL- 79.5% SWD- 76.1% FY- 77.8%</p> <p>2022-23 School and subgroups in the Red for Graduation rate;</p> <p>Gilbert HS C/O 2023 All students - 64.1% EL - 61.6% SED - 64.4% SWD - 66.7% Homeless - 58.9% Hispanic/Latino - 63.9%</p>			<p>District- 95% SED- 94% EL- 83% SWD- 80% FY- 80%</p> <p>School and subgroups in the Red for Graduation rate;</p> <p>Gilbert HS All students - 67% EL - 63% SED - 65% SWD - 68% Homeless - 60% Hispanic/Latino - 67%</p>	
1.2	A-G Completion	<p>C/O 2023 District- 54.3% SED- 50.2% EL- 21.6% SWD- 22.4% FY- 26.2%</p>			<p>District- 58% SED- 54% EL- 25% SWD- 26% FY- 30%</p>	
1.3	Teachers are appropriately assigned	<p>Less than 1% of teachers are misassigned</p>			<p>Less than 1% of teachers are misassigned</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Teachers are fully credentialed	2023-24 Less than .5% of teachers lack full credential including EL authorization			Less than .5% of teachers lack full credential including EL authorization	
1.5	Students have sufficient access to standards-aligned instructional materials	2023-24 100% of students have access to standards-aligned materials			100% of students have access to standards-aligned materials	
1.6	State adopted academic and performance standards are implemented	2023-24 100% of academic and content and performance standards are implemented			100% of academic and content and performance standards are implemented	
1.7	CAASPP ELA results	2022-23 District- 42.64% Exceeded/Standard Met SED- 35.25% EL- 4.25% LTEL- 2.88% SWD- 10.3% FY- 34.21% Homeless- 21.95% Hispanic/Latino- 32.07%			District- 48% Exceeded/Standard Met SED- 40% EL- 10% LTEL- 10% SWD- 15% FY- 40% Homeless- 25% Hispanic/Latino- 37%	
1.8	CAASPP Math results	2022-23 District- 23.96% Exceeded/Standard Met			District- 30% Exceeded/Standard Met	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED- 16.42% EL- 1.96% LTEL- .65% SWD- 3.46 % FY- 5.4% Homeless- 10.10% Hispanic/Latino- 12.26%			SED- 20% EL- 6% LTEL- 5% SWD- 7% FY- 9% Homeless- 14% Hispanic/Latino- 16%	
1.9	CAASPP ELA results for schools with a Red indicator	2022-23 District - 42.64% met or exceeded standard Junior High Schools: Ball JHS- 24.77% EL- 3.48% Hispanic/Latino- 21.15% Brookhurst JHS- 29.73% EL- 0.75% Dale JHS- 24.41% EL- 4.37% Homeless- 16.66% SED- 23.70% SWD- 6.21% Hispanic/Latino- 20.51% Orangeview JHS- 29.31% EL- 4.73% Homeless- 20.93%			District - 48% met or exceeded standard Junior High Schools: Ball JHS- 30% EL- 8% Hispanic/Latino- 26% Brookhurst JHS- 35% EL- 5% Dale JHS- 29% EL- 9% Homeless- 22% SED- 28% SWD- 11% Hispanic/Latino- 25% Orangeview JHS- 35% EL- 9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD- 11.58% South JHS- 22.16% EL- 0.72% Homeless- 9.76% SED- 21.13% SWD- 3.05% Hispanic/Latino- 21.11% White- 17.07% Sycamore JHS- 17.68% EL- 0.82% Walker JHS- 52.34% SWD- 13.96% High Schools: Anaheim HS- 41.23% EL- 4.61% SWD- 14.47% J. F. Kennedy HS- 72.65% EL- 12.00% SWD- 25.86% Katella HS- 46.16% EL- 7.46% SWD- 11.27% Loara HS- 34.63% EL- 5.19% SED- 33.96%			Homeless- 25% SWD- 16% South JHS- 27% EL- 5% Homeless- 15% SED- 25% SWD- 8% Hispanic/Latino- 26% White- 22% Sycamore JHS- 22% EL- 5% Walker JHS- 57% SWD- 19% High Schools: Anaheim HS- 46% EL- 9% SWD- 19% J. F. Kennedy HS- 77% EL- 17% SWD- 30% Katella HS- 50% EL- 12% SWD- 16% Loara HS- 40% EL- 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latino- 30.31% Magnolia HS- 45.34% EL- 6.96% Polaris IS- 38.2% SED- 32.20% Hispanic/Latino- 32.11% Savanna HS- 46.04% EL- 5.48% Western HS- 44.06% EL- 11.02% SWD- 15.09%			SED- 38% Hispanic/Latino- 35% Magnolia HS- 50% EL- 11% Polaris IS- 43% SED- 37% Hispanic/Latino- 37% Savanna HS- 51% EL- 10% Western HS- 49% EL- 16% SWD- 20%	
1.10	CAASPP Math results for schools with a Red indicator	2022-23 District- 23.96% Exceeded/Standard Met Junior High Schools: Ball JHS- 8% EL- 0.35% SED- 7.11% Hispanic/Latino- 5.32% Brookhurst JHS- 16.78% EL- 0.72% Dale JHS- 14.49% EL- 2.03% SED- 13.85%			District- 30% Exceeded/Standard Met Junior High Schools: Ball JHS- 13% EL- 5% SED- 12% Hispanic/Latino- 10% Brookhurst JHS- 21% EL- 5% Dale JHS- 19%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD- 0.00% Hispanic/Latino- 10.55% White- 18.37% Orangeview JHS- 15.84% EL- 1.31% Homeless- 13.64% SED- 14.58% Hispanic/Latino- 13.03% White- 24.39% South JHS- 8.04% EL- 0.48% SED- 7.03% SWD- 1.22% Hispanic/Latino- 7.95% White- 9.76% Sycamore JHS- 5.76% EL- 0.20% Homeless- 2.13% SED- 5.15% SWD- 0.54% Hispanic/Latino- 5.30% Walker JHS- 30.86% EL- 4.11% SWD- 3.41% Hispanic/Latino- 16.87% High Schools:			EL- 7% SED- 18% SWD- 5% Hispanic/Latino- 15% White- 23% Orangeview JHS- 20% EL- 6% Homeless- 18% SED- 19% Hispanic/Latino- 18% White- 30% South JHS- 13% EL- 5% SED- 12% SWD- 6% Hispanic/Latino- 12% White- 14% Sycamore JHS- 11% EL- 5% Homeless- 7% SED- 10% SWD- 5% Hispanic/Latino- 10% Walker JHS- 35% EL- 9% SWD- 8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Anaheim HS- 9.25% EL- 0.61% SED- 8.37% SWD- 0.00% Hispanic/Latino- 8.23% Cypress HS- 48.82% SWD-10.64% Gilbert HS- 1.04% EL- 0.00% J.F. Kennedy HS- 39.63% EL- 4.00% Katella HS- 11.20% EL- 4.23% SWD- 2.82% Hispanic/Latino- 9.16% Loara HS- 13.81% EL- 0.00% SED- 13.27% Hispanic/Latino- 9.03% Polaris IS- 9.42% SED- 5.46% Hispanic/Latino- 5.82% Savanna HS- 13.5% EL- 1.37% SED- 11.90% SWD- 0.00% Hispanic/Latino- 11.42%			Hispanic/Latino- 21% High Schools: Anaheim HS- 14% EL- 5% SED- 13% SWD- 5% Hispanic/Latino- 13% Cypress HS- 53% SWD-15% Gilbert HS- 6% EL- 5% J.F. Kennedy HS- 44% EL- 9% Katella HS- 16% EL- 9% SWD- 7% Hispanic/Latino- 14% Loara HS- 19% EL- 5% SED- 18% Hispanic/Latino- 14% Polaris IS- 14% SED- 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Hispanic/Latino- 10% Savanna HS- 19% EL- 6% SED- 16% SWD- 5% Hispanic/Latino- 16%	
1.11	Percentage of AP exams passed with "3" or higher	2022-23 57%			60%	
1.12	LCAP Survey - 5 Cs Implementation in District Classrooms	2024 LCAP Staff survey- 93% are committed to implementing the 5 Cs 2024 LCAP Student survey- 93% state the 5 Cs are incorporated in the classes ~Character & Compassion - 92% ~Collaboration - 95% ~Communication - 94% ~Creativity - 91% ~Critical Thinking - 95%			LCAP Staff survey- 96% are committed to implementing the 5 Cs LCAP Student survey- 96% state the 5 Cs are incorporated in their classes ~Character & Compassion - 95% ~Collaboration - 98% ~Communication - 97% ~Creativity - 94% ~Critical Thinking - 98%	
1.13	Access to a broad course of study-	2023-24 (Fall) 46.41%			60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students enrolled in VAPA courses	2023-24 (Fall & Spring) 56.96%				
1.14	Access to a broad course of study- Percentage of students enrolled in CTE courses	Fall 2023-24 57.46%			65%	
1.15	Access to a broad course of study- Percentage of students enrolled in world language courses	Fall 2023-24 32%			48%	
1.16	Seal of Biliteracy	C/O 2023 1083 students earned the Seal of Biliteracy			1500 students earned the Seal of Biliteracy	
1.17	Seal of Civic Engagement	C/O 2024 2735 students earned the Seal of Civic Engagement			3100 students earned the Seal of Civic Engagement	
1.18	Percentage of EL students who make progress as measured by the ELPAC (ELPI)	2022-23 District- 41.7% making progress Schools with a Red indicator: Junior High Schools: Ball JHS- 37.3% Brookhurst JHS- 37.1% South JHS- 37.3% Walker JHS- 31.3%			District- 47% making progress Schools with a Red indicator: Junior High Schools: Ball JHS- 42% Brookhurst JHS- 42% South JHS- 42% Walker JHS- 36%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High Schools: Cypress HS- 44.7% Kennedy HS- 40.2%			High Schools: Cypress HS- 50% Kennedy HS- 45%	
1.19	Percentage of EL students who score Level 4 on ELPAC	2022-23 All English Learners (EL) - 14.20% Long-term English Learners (LTEL) - 12.18%			All ELs - 18% LTELs - 16%	
1.20	EL reclassification rate	2022-23 10.6% *2023-24 12.6% *Tentative Data			14%	
1.21	D/F rates	Fall 2023- 16.9% of all grades were D/F			15%	
1.22	Graduates enrolled in post-secondary options	C/O 2023 67.98% of graduates enroll in fall immediately after graduation 42.5% enroll in 2 year colleges 25.48% enroll in 4 year colleges			75% of graduates enroll in fall immediately after graduation 50% enroll in 2 year colleges 28% enroll in 4 year colleges	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.23	Students completing dual enrollment courses	2022-23 completion Duplicated students Cypress College-1345 Fullerton College- 600 Unduplicated students Cypress College-2689 Fullerton College-1071			Duplicated students Cypress College-2300 Fullerton College-1000 Unduplicated students Cypress College-2800 Fullerton College-1100	
1.24	Percentage of students who have completed at least one CTE Pathway	C/O 2022-23 District- 21.08% SED- 21.04% EL- 11.58% SWD- 17.9% FY- 11.94%			District- 25% SED- 25% EL- 15% SWD- 20% FY- 15%	
1.25	Percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program (EAP) or any subsequent assessment of college preparedness	ELA- 42.64% met or exceeded standard (2022-23) Math- 24% met or exceeded standard (2022-23)			ELA- 48% met or exceeded standard Math- 30% met or exceeded standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.26	Access to technological resources	<p>100% of families that requested technology received them.</p> <p>23,631 active students have a Chromebook and/or laptop checked out</p> <p>650 Hotspots checked out to students for internet connectivity</p>			<p>100% of families that request technology receive them.</p> <p>23,631 active students have a Chromebook and/or laptop checked out</p> <p>650 Hotspots checked out to students for internet connectivity</p>	
1.27	College/Career Readiness (CCI)	<p>C/O 2022-23 % prepared</p> <p>District- 46% SED- 42.3% EL- 12.3% SWD- 13.2% FY- 17%</p> <p>Schools with a student group in red;</p> <p>Gilbert HS- 2.6% EL- .8% Homeless- 2.3% SED- 2.7% SWD- 3.2% Hispanic/Latino- 1.1% White- 9.7%</p>			<p>District- 51% SED- 47% EL- 17% SWD- 18% FY- 22%</p> <p>Schools with a student group in red;</p> <p>Gilbert HS- 7% EL- 5% Homeless- 7% SED- 7% SWD- 7% Hispanic/Latino- 7% White- 15%</p> <p>Katella HS</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Katella HS SWD- 8.1% Magnolia HS SWD- 7.3% Polaris IS EL- 0% Homeless- 7.3% Hispanic/Latino- 9.2% Savanna HS EL- 6.6% SWD- 6.1%			SWD- 13% Magnolia HS SWD- 13% Polaris IS EL- 5% Homeless- 12% Hispanic/Latino- 14% Savanna HS EL- 11% SWD- 11%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional learning plan	District leadership and curriculum specialists will develop and implement a professional learning plan that supports teacher leaders, Site Leadership Teams (SLTs), foster youth and English learner(plurilingual) task force on instructional best practices, establishing professional goals, and engaging in continuous and purposeful professional growth and development specifically targeting the educational needs of low income, foster youth and English learner (plurilingual) students to increase A-G eligibility, graduation rates, and college-going rates.	\$18,500,000.00	Yes
1.2	Effective Instruction	District leadership along with instructional leaders design, deliver, and model effective instructional strategies and facilitate growth of these practices at school sites for low income students, foster youth and English learner (plurilingual) students to support development of 5 Cs, civic engagement, Career Preparedness Systems Framework (CPSF), and achievement of literacy and mathematical standards skills to increase student engagement, academic achievement, and post-secondary readiness.	\$6,550,000.00	Yes
1.3	Instructional materials	Provide sufficient instructional materials that are aligned with current California State Standards. The District will: 1) purchase and implement instructional materials that are aligned with current state adopted standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks, 2) continue to support reading intervention program(s), 3) support a modern, cloud-based library operating software system that can be accessed during all hours of the day, 4) continue to support asset management system, and 5) continue to support online resource database subscriptions.	\$17,000,000.00	No
1.4	Technological resources	Educational Information Technology staff will develop a life cycle for student devices, applications and network infrastructures. These staff will support training resources and create critical integration points to facilitate	\$8,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.5	Broad course of study	District staff and teachers develop and monitor District programs, courses, and extracurricular opportunities for low income, foster youth, and English learner (plurilingual) students to ensure student access to a broad course of study so they can find purpose, be prepared for post-secondary learning, and develop career ready skills. The District will: 1) continue to coordinate and support the District's VAPA programs and promote arts equity, 2) continue to support and expand STEAM programs, ROP, CTE and civic learning, 3) continue to support English learner (plurilingual), and foster youth task force to ensure implementation of the task force recommendations, 4) provide supplementary support for extracurricular programs, such as intramural and athletics, 5) continue to provide additional A-G, Honors, Advanced Placement, and International Baccalaureate (IB) course offerings, 6) continue to support and increase Dual Language Immersion (DLI) programs and World Language course offerings at the high school and junior high school levels, and 7) support staffing to ensure students access CTE pathways and access to public safety pathways.	\$30,000,000.00	Yes
1.6	English learners (plurilingual) and Long-term English Learner (LTEL) students	English learners (plurilingual) and Long-Term English Learner (LTEL) students' will access Common Core and ELD standards in an inclusive classroom environment that values cultural and linguistic assets, thereby boosting confidence and engagement. The District will improve placement, instructional practices, and monitoring of English learner (plurilingual), including Long-term English learner (LTEL) students by increasing student voice, 21st century skills and technical skills through the four principles of the English learner Roadmap: 1) assets-oriented and needs responsive schools, 2) intellectual quality of instruction and meaningful access, 3) system conditions that support effectiveness, and 4) alignment and articulations within and across systems (systemness).	\$7,104,151.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Instructional options	District staff and teachers will implement non-traditional instructional options to address the multi-tiered academic needs of students in order to reach graduation and post-secondary goals. School and district staff will research and implement flexible learning opportunities, and course offerings for all students, specifically targeting the educational needs of low income, foster youth and English learner (plurilingual) students to positively impact and improve graduation rates, state assessments scores, CTE pathway completion, and A-G eligibility to reduce remediation.	\$7,929,135.00	Yes
1.8	Students with disabilities	Improve placement, instructional practices, and monitoring of students with disabilities (SWD) to increase academic and social success.	\$1,080,000.00	No
1.9	Reduction of class size, hiring and retaining teachers	The District will continue its efforts to reduce class size, retain teachers, and offer professional learning that increases student engagement, and improves the teachers' ability to address the assets and needs of all students, with specific attention to our district's students who are low income, foster youth and EL (plurilingual) students, as funding permits.	\$7,200,000.00	No
1.10	Arts and Music in Schools (AMS)	To enhance arts education and support student engagement, the district will utilize Arts & Music in Schools (AMS) funding in several key areas. A substantial portion, approximately 80% of the site allocation, will be dedicated to hiring additional teachers and staff to supplement and support arts education instruction, as well as providing hourly teacher pay for supplemental arts education. Additionally, around 15% of the site budget will be allocated for purchasing materials and equipment to improve student experiences and access to course materials. Professional learning in arts content areas will be supported with approximately 4% of the site allocation, ensuring teachers receive ongoing training and development. Finally, AMS site funds will be utilized to broaden the course of study, and increase access to arts education programs and expand offerings. This comprehensive approach aims to enrich the arts education and foster a well-rounded educational experience for all students.	\$4,047,064.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

By increasing parent engagement, the District fosters stronger connections between schools and families, making parents active participants in their children's education. The Family and Community Engagement Support (FACES) initiative offers resources and workshops to help parents understand the educational system and support their children effectively. For parents of students with disabilities (SWD), specific support programs provide tailored resources and guidance to navigate special education services.

Implementing a Community Schools model ensures that schools serve as hubs of support, providing a range of services and resources to meet the diverse needs of students and families. This holistic approach enhances the school environment and makes it more inclusive and supportive.

The metrics used to gauge the success of these actions include attendance at parent and family engagement events, which indicates how effectively the District is involving parents. Increased parent and family awareness about the benefits of the Anaheim Union Pledge and students' six-year plans shows that parents are becoming more informed and proactive in their children's education. Ensuring that parent and family events at schools are relevant and well-attended, particularly for those with exceptional needs, reflects the District's commitment to inclusivity and responsiveness.

Efforts to keep parents and families informed about important issues and events are crucial for transparency and trust. Regular communication ensures that parents are aware of and can engage with school policies, programs, and changes. Encouraging parent input in decision-making processes empowers families and ensures that their perspectives and needs are considered in school governance. The actions and metrics work together to build a supportive and engaged community, ensuring that all students, especially those from vulnerable groups, receive the advocacy and resources they need to succeed. This collaborative approach strengthens the home-school connection, enhances educational outcomes, and promotes equity and inclusivity within the District.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance at parent and family engagement events	2023-24 Total Parents and Families Participation in workshops/meetings- 14,651 Total Parents and Families served via food/care packages- 9,086			Total Parents and Families Participation in workshops/meetings <ul style="list-style-type: none"> • 20,000 Total Parents and Families served via food/care packages- 15,000	
2.2	LCAP Parent & Family Survey - Awareness about the Anaheim Union Pledge	2024 LCAP survey 76.18% parents and families agree that their student's school provided information about the Anaheim Union Pledge			90% parents and families agree that their student's school provided information about the Anaheim Union Pledge	
2.3	LCAP Parent & Family Survey - Awareness of Six-Year Plan	2024 LCAP survey 64% parents and families have reviewed their student's six-year plan			70% parents and families have reviewed their student's six-year plan	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	LCAP Parent & Family Survey - Relevance of Events at the Schools	2024 LCAP survey 85% of parents and families agree that events at the schools are relevant, which may include coffee with the principal, Parent Leadership Academy, Parent Learning Walks and informational workshops			90% of parents and families agree that events at the schools are relevant, which may include coffee with the principal, Parent Leadership Academy, Parent Learning Walks and informational workshops	
2.5	Attendance at parent and family engagement events for individuals with exceptional needs	2023-24 Total Parents and Families Participation in AUHSD District/Site based workshops/trainings- 50 Total Parents and Families Participation in GASELPA based workshops/trainings- 30			Total Parents and Families Participation in AUHSD District/Site based workshops/trainings - 75 Total Parents and Families Participation in GASELPA based workshops/trainings- 50	
2.6	LCAP Parent & Family Survey - Keeping Parents and Families Informed	2024 LCAP survey 94% of parents and families agree that they are kept informed about important issues and events			98% of parents and families agree that they are kept informed about important issues and events	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	LCAP Parent & Family Survey - Parent Input in Decision Making	2024 LCAP Parent survey participants- 2,545 2024 LCAP Education Partner engagement participation- 165			LCAP Parent survey participants- 3,000 LCAP Education Partner engagement participation- 200	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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	\$9,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		are available at all schools to ensure families and students can meaningfully engage. AUHSD will also provide opportunities for all families with a targeted emphasis on parents of low-income, English learners, homeless youth, and foster youth, to engage with schools through various parent training and strategies. These include but are not limited to Ready Set Go workshops, Disciplina Positiva parenting workshops, Parent Leadership Academies, Parent Learning Walks, and embedded mindfulness practices.		
2.2	FACES support	Family and Community Engagement Specialists (FACES) and translators will provide language-appropriate support and programming to support low-income, English learners, foster youth and their families to ensure access to school and community resources. The District communicates with families early, often, in multiple formats/languages and provides multiple opportunities for families and staff members to provide input in a variety of ways, including site and district committees (SSC, DELAC, ELAC, SPAC, Community Schools Steering Committee, Community School Site Committees, PTSA).	\$3,000,000.00	Yes
2.3	Engaging Parents of SWD	FACES and Community school's staff in partnership with case carriers, program specialists, and psychologists will establish, expand or refine family engagement opportunities for Students With Disabilities (SWD). (Expenditures for this action are included in Action 2.2 and Action 3.2).	\$0.00	No
2.4	Community Schools model implementation	AUHSD's Community Schools approach provides a unique set of supports and services that fit each neighborhood's assets and needs. This approach aims to partner with students, families, teachers, school staff and community partners to align community resources and community-rooted instructional practices, to improve student outcomes.	\$4,200,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Providing and nurturing a safe, positive, and inclusive school culture will be achieved through a variety of actions and metrics that address the comprehensive needs of all students, with specific attention to low-income students, foster youth, and English learners (plurilingual). Improving attendance will help ensure students are regularly engaged in the educational process, which is fundamental for their academic success and well-being. By focusing on mental, physical, behavioral, and socio-emotional health, the District supports the overall development of students, helping them to manage stress and emotional challenges effectively. Enhanced counseling support provides students with access to professional guidance, helping them navigate personal and academic issues.

Upgrading facilities creates a more conducive learning environment, which can significantly impact students' sense of safety and inclusivity. Targeted support for foster youth addresses their unique challenges, providing stability and specialized resources. Broader student support programs cater to diverse needs, ensuring that every student has access to the necessary tools and resources for success.

The metrics used to measure the success of these actions include attendance rate, chronic absenteeism rate, dropout rates, and expulsion rate, which provide a clear picture of student engagement and retention. Tracking student knowledge of mental health support and the number of students receiving direct socio-emotional and/or mental health services helps gauge the effectiveness of mental health initiatives. Surveys assessing whether students feel accepted, supported, and cared for indicate the inclusivity and positivity of the school culture. The perception of having at least one adult in the school to go to for help is crucial for students' sense of security and belonging. Additionally, students' feelings that their teachers have high expectations for them in their classes reflect the supportive academic environment. Finally, ensuring school facilities are maintained in good repair reinforces a safe and positive physical environment for all students.

Collectively, these actions and metrics foster an environment where students feel safe, valued, and supported, thereby promoting their overall well-being and academic success, particularly for those from important student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance rate	2023-24 91.3% attendance rate			95% attendance rate	
3.2	Chronic absenteeism rate	2022-23 District- 25% SED-28.9% EL-33.4% SWD-36.1% FY-39.4% 2022-23 District groups in the Red for Chronic Absenteeism; All-25% English learners-33.4% Homeless-43.9% SED-28.9% SWD-36.1% African-American-33.2% American Indian-31.3% Hispanic-29.9% Pacific Islander-47.6%			District- 15% SED- 18% EL- 23% SWD- 26% FY- 29% 2022-23 District groups in the Red for Chronic Absenteeism; All-15% English learners-23% Homeless-33% SED-18% SWD-26% African-American-23% American Indian-21% Hispanic-19% Pacific Islander-37%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Chronic Absenteeism rate	<p>2022-23 Schools and subgroups in the Red for Chronic absenteeism</p> <p>Ball JHS All students- 33.1% EL- 34.5% Hispanic/Latino- 34.7% Homeless- 50% SWD- 43% White- 47.8%</p> <p>Brookhurst JHS All students- 28.8% EL- 33.9% Hispanic/Latino- 29.5% Homeless- 44.4% SED- 29.9% SWD- 39.1%</p> <p>Dale JHS All students- 29% White- 36.5%</p> <p>Orangeview JHS All students- 29.7% EL- 30.3% Hispanic/Latino- 29.6% SED- 31.3% SWD- 39% White- 44.4%</p> <p>South JHS All students- 32.9% EL- 38.5% Hispanic/Latino- 32.9%</p>			<p>Schools and subgroups in the Red for Chronic absenteeism</p> <p>Ball JHS All students- 30% EL- 30% Hispanic/Latino- 31% Homeless- 47% SWD- 40% White- 44%</p> <p>Brookhurst JHS All students- 25% EL- 30% Hispanic/Latino- 26% Homeless- 41% SED- 26% SWD- 36%</p> <p>Dale JHS All students- 26% White- 33%</p> <p>Orangeview JHS All students- 26% EL- 27% Hispanic/Latino- 26% SED- 28% SWD- 36% White- 41%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless- 60% SED- 33.6% White- 40.8% Sycamore JHS All students- 33.5% EL- 39.1% Hispanic/Latino - 34% Homeless- 50.9% SED-34.4% SWD- 36.3% Walker JHS All students- 18.7% EL- 24.5% Hispanic/Latino- 24.1% SED- 24.6% Homeless- 50%			South JHS All students- 29% EL- 35% Hispanic/Latino- 29% Homeless- 57% SED- 30% White- 37% Sycamore JHS All students- 30% EL- 36% Hispanic/Latino- 31% Homeless- 47% SED-31% SWD- 33% Walker JHS All students- 15% EL- 21% Hispanic/Latino- 21% SED- 21% Homeless- 47%	
3.4	Middle school dropout rate	2022-23 .0006%			.0006%	
3.5	High School dropout rate	C/O 2023 4.1%			2.5%	
3.6	Suspension rate	2023-24 District- 3.8% SED- 4.4% EL- 6.5% SWD- 5.5%			District- 2% SED- 2% EL- 3% SWD- 2% FY- 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY- 13.7% Junior High Schools with Red Indicators: Ball JHS Homeless- 12.5% Dale JHS SWD- 13.3% Orangeview JHS EL- 8.3% White- 15.2% Sycamore JHS Homeless- 14.8% Walker JHS African American/Black- 12.9% High Schools with Red Indicators: Anaheim HS Homeless- 10.3% J. F. Kennedy HS Homeless- 12.7% Savanna HS EL- 6.3% SWD- 7.4%			Junior High Schools with Red Indicators: Ball JHS Homeless- 6% Dale JHS SWD- 6% Orangeview JHS EL- 4% White- 7.5% Sycamore JHS Homeless- 7.5% Walker JHS African American/Black- 6% High Schools with Red Indicators: Anaheim HS Homeless- 5% J. F. Kennedy HS Homeless- 6% Savanna HS EL- 3% SWD- 3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Expulsion rate	2022-23 0.00%			0.00%	
3.8	LCAP Student Survey - Student Knowledge of Mental Health Support	2024 LCAP Student survey 83% agree knowing where to get mental health support, if needed (i.e. school counselor, social worker, psychologist)			LCAP Student survey 90% agree knowing where to get mental health support, if needed (i.e. school counselor, social worker, psychologist)	
3.9	Students receiving direct social emotional and/or mental health services	Fall 2023-24 Students receiving direct services from a Social worker- 2123 students			Students receiving direct services from a Social worker - 3000 students	
3.10	LCAP Student Survey - Belonging: Students Self- Acceptance	2024 LCAP Student survey 87% of students feel accepted at their school for who they are			90% of students feel accepted at their school for who they are	
3.11	LCAP Student Survey - Belonging: Resources for Classroom Success	2024 LCAP Student survey 79% get what they need to be successful in all of their classes or more than half of their classes			82% get what they need to be successful in all of their classes or more than half of their classes	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.12	LCAP Student Survey - Belonging: Cared and Treated with Kindness	2024 LCAP Student survey 81% are cared for and treated with kindness in all of their classes or more than half their classes			84% are cared for and treated with kindness in all of their classes or more than half of their classes	
3.13	LCAP Student Survey - Connection: Caring about Other Students	2024 LCAP Student survey 64% care about other students at their school			67% care about other students at their school	
3.14	LCAP Student Survey - Connection: An Adult they Trust	2024 LCAP Student survey 69% have at least one adult they can go to at their school to ask for help			72% have at least one adult they can go to at their school to ask for help	
3.15	LCAP Student Survey - Connection: Teacher Expectations	2024 LCAP Student survey 76% reported their teachers have high expectations for them in all of their classes or more than half their classes			79% reported their teachers have high expectations for them in all of their classes or more than half their classes	
3.16	School facilities are maintained in good repair	2023-24 100% of facilities are in good repair as documented by the Facilities Inspection Tool			100% of facilities are in good repair as documented by the Facilities Inspection Tool	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
 A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Improve attendance	District administrators with support of specialized staff will improve District systems for identifying and supporting students with significant truancy and attendance issues, and chronic absenteeism for all student, and a close emphasis on low income, foster youth, and English learner (plurilingual) students are supported to engage academically and achieve at the highest rates possible.	\$6,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Mental, physical, behavioral, and socioemotional health	Staff will implement programs and systems to support the mental, physical, behavioral and socioemotional health of students, with an emphasis on low income, foster youth, English learners (plurilingual) students to reduce student suspensions, improve student learning, and promote well-being. The District will: 1) continue to support implementation of MTSS, Capturing Kids Heart and PBIS, which includes increased mental health resources to meet the social and emotional needs of students, 2) continue to offer training on mindfulness and brain aligned strategies for students and staff, 3) continue to develop alternatives to suspension, including restorative practices, and 4) continue to support the District Discipline Committee to look into specific issues such as junior high school suspensions and alternatives to suspension.	\$8,000,000.00	Yes
3.3	Counseling support	School counselors and support staff will develop and implement standards-based school counseling programs that monitor student academic progress, deliver support services, and support the Anaheim Pledge to ensure students, with an emphasis in low income, foster youth, and English learners (plurilingual) students graduate and are prepared for post-secondary options. The District will: 1) adopt national counseling standards, provide appropriate professional learning, and monitor implementation, 2) reduce student/counselor ratio by adding where feasible and/or maintain counselors in order to increase counseling services provided to students, 3) continue to support schools with providing each student with an individualized six-year, student academic plan that is college and career aligned, 4) support a comprehensive transition plan for all 7th- and 9th-grade students (ex. new student orientations, campus tours, and Link Crew), and 5) ensure that McKinney-Vento, foster youth, English learner (plurilingual), low income students are enrolled in appropriate academic programs, including credit recovery, A-G classes, AP classes, summer school, tutoring resources, and transferring youth will be awarded credit for all work completed, including partial credits.	\$4,000,000.00	Yes
3.4	Upgrade facilities	School administrators, faculty, facilities and maintenance staff, and community volunteers will implement a comprehensive plan to upgrade and maintain school facilities. This includes repairs, renovations, and necessary improvements to ensure a safe and healthy learning	\$20,000,000.00	No

Action #	Title	Description	Total Funds	Contributing
		environment, which is crucial for the academic success and well-being of all students, including low income, foster youth, and EL (plurilingual). Upgrading facilities demonstrates a commitment to equity and enables students to thrive.		
3.5	Foster youth support	Staff will provide academic and social-emotional support for foster youth and McKinney-Vento students in order to increase student engagement, academic achievement, and post-secondary readiness. The District will: 1) increase course selection and course access for foster youth and McKinney-Vento students, 2) provide additional instructional materials to foster youth and McKinney-Vento students, 3) continue to support and monitor foster youth task force recommendations, 4) increase outreach services for foster youth and McKinney-Vento students, 5) develop mentoring programs for foster youth and McKinney-Vento students, 6) continue to engage a cross-agency, multi-disciplinary educational team to support the educational success of McKinney-Vento and foster youth students, and 7) provide transportation for McKinney-Vento, and foster youth students.	\$365,000.00	Yes
3.6	Student Support Programs	The District will continue its efforts, as funding permits to allocate staffing (social workers, counselors, FACES, community school coordinators) for every site specifically to support foster youth and low income (McKinney-vento) students to provide transportation, mentoring programs, supplies, mental health services, and care coordination with outside agencies. (Expenditures for this action are included in Actions 2.2, 3.2, and 3.3).	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Gilbert High School (Continuation) will increase its graduation rate for all students with an emphasis on English learners (plurilingual), homeless, socioeconomically disadvantaged, students with disabilities, and Hispanic/Latino youth by the end of the 2024-2025 academic year. This will be achieved by engaging all students in a curriculum and pedagogy aligned with the current state-adopted standards and the AUHSD Career Systems Preparedness Framework (CPSF), ensuring that students are socially aware, civic-minded, and college and career ready. Progress will be measured quarterly through student's grades, graduation checks through the counseling department, student attendance, English learner progress, college/career indicator and additional student performance metrics in ELA and Math.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to support students in meeting their graduation requirements and college/career exploration. One of the strongest sentiments from the feedback from various educational partners was that there is a need to improve the graduation rate for all students while supporting the socialemotional needs of each graduate. It was equally important that Gilbert HS students have career exploration opportunities and access to diverse career pathways, hands-on technical training, and industry certifications through the embedded implementation of the Spyder Lab. The following actions reflect this sentiment, as these are the tools that will help students meet graduation requirements and post secondary goals. This goal will be achieved through several targeted actions and metrics, with a focus on engaging students in a curriculum aligned with state standards and the AUHSD Career Systems Preparedness Framework (CPSF).

Social-emotional support and attendance initiatives will play a crucial role in this effort. By providing students with comprehensive mental health resources, counseling, and socio-emotional learning programs, the school aims to address the personal challenges that can impact academic performance and attendance. Improved attendance is directly linked to higher graduation rates, as consistent engagement with the school environment fosters better academic outcomes. The attendance rate will be closely monitored to identify and support students.

Career Technical Education (CTE) preparedness will engage students in practical, career-oriented learning experiences. By offering courses and programs that provide skills and certifications relevant to various industries, students will see the direct connection between their education and future career opportunities.

Professional learning and planning time for teachers will ensure that the curriculum and instructional strategies are effectively implemented. Teachers will receive ongoing professional development aligned with current educational standards and CPSF, equipping them with the tools to deliver high-quality, engaging instruction. This also includes dedicated planning time for teachers to collaborate and refine their teaching practices, which is crucial for addressing the diverse needs of students, particularly English learners, socioeconomically disadvantaged students, students with disabilities, homeless students, and Hispanic/Latino students.

Administrative leadership and professional learning are essential for creating a supportive and effective school environment. School leaders at Gilbert HS will engage in professional development to enhance their ability to implement school-wide initiatives, support teachers, and foster a positive school culture. Strong leadership will ensure that all efforts are aligned and that the school's goals are being met.

Metrics such as the graduation rate, College Career Indicator, English Learner Progress Indicator, EL reclassification rates, State Seal of Biliteracy, and State Seal of Civic Engagement will be used to measure progress. These metrics provide a comprehensive view of student success and readiness. The suspension rate will be monitored to ensure a supportive and inclusive environment, while attendance rates will track engagement and identify areas for intervention. Special attention will be given to English learners, socioeconomically disadvantaged students, students with disabilities, homeless students, and Hispanic/Latino and White students to ensure equity in educational outcomes.

By focusing on these actions and metrics, Gilbert High School aims to create a supportive, engaging, and effective educational environment that increases graduation rates and prepares all students to be socially aware, civic-minded, and college and career ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate	Gilbert HS C/O 2023 All students - 64.1% EL - 61.6% SED - 64.4% SWD - 66.7% Homeless - 58.9% Hispanic/Latino - 63.9%			All students - 67% EL - 63% SED - 65% SWD - 68% Homeless - 60% Hispanic/Latino - 67%	
4.2	College/Career	Gilbert HS 2022-23 All students - 2.6% prepared EL - 0.8% prepared SED - 2.7% prepared SWD - 3.2% prepared			All students - 5% prepared EL - 2% prepared SED - 4% prepared SWD - 4% prepared	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless - 2.3% prepared Hispanic/Latino - 1.1% White - 9.7%			Homeless - 4% prepared Hispanic/Latino - 2% White - 10%	
4.3	English learner progress indicator (ELPI)	Gilbert HS 2022-23 16.9% making progress towards English proficiency			20% making progress towards English proficiency	
4.4	EL Reclassification rate	Gilbert HS 2022-2023 8.1%			10% reclassification rate	
4.5	State Seal of Biliteracy	Gilbert HS 2022-23 3 number of State Seals of Biliteracy			5 number of State Seals of Biliteracy	
4.6	State Seal of Civic Engagement	Gilbert HS 2023-24 20 number of State Seals of Civic Engagement			40 number of State Seals of Civic Engagement	
4.7	Attendance rate	Gilbert HS 2023-24 68.14%			70% attendance rate	
4.8	Suspension rate	Gilbert HS 2022-23 All students - 3.6% EL - 3.4% SED - 3.7% SWD - 4.8% Homeless - 3.7%			All students - 2% EL - 2% SED - 2% SWD - 3% Homeless - 2%	
4.9	CAASPP ELA results	Gilbert HS 2022-23			All students - 15% met or exceeded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students - 12.37% met or exceeded standard EL - 1.35% SED - 12.57% SWD - 0.00%			standard EL - 3% SED - 15% SWD - 2%	
4.10	CAASPP Math results	Gilbert HS 2022-23 All students - 1.04% met or exceeded standard EL - 0.00% SED - 1.12% SWD - 0.00%			All students - 3% met or exceeded standard EL - 2% SED - 3% SWD - 2%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Social-emotional support and Attendance	To support the goal of increasing graduation rates and preparing all students to be socially aware, civic-minded, and college and career ready, the Gilbert High School will enhance social-emotional support and attendance initiatives. This will involve implementing a comprehensive program to address the mental health and well-being of students. Additionally, the school will employ strategies to improve attendance, including personalized outreach to students, mentorship programs, and partnerships with community organizations to remove barriers to regular attendance. These efforts will be aligned with the AUHSD Career Systems Preparedness Framework (CPSF) and current state-adopted standards, ensuring that all students receive the support they need to succeed academically and develop the skills necessary for their future endeavors.	\$330,000.00	No
4.2	Career Technical Education (CTE) preparedness	Gilbert High School will expand career and technical preparedness initiatives. This will involve integrating a robust curriculum that aligns with the AUHSD Career Systems Preparedness Framework (CPSF) and current state-adopted standards. Gilbert will provide students with access to diverse career pathways, hands-on technical training, and industry certifications through the embedded implementation of the Spyder Lab. The school will offer real-world learning experiences to ensure that students gain the practical skills and knowledge through the expansion of AIME, which provide internships, apprenticeships, and real-world learning experiences necessary for success in both college and their future careers.	\$300,000.00	No
4.3	Professional learning and planning time	Gilbert High School will enhance professional learning and planning time for teachers and staff. This will ensure that teachers are equipped with evidence-based strategies and content knowledge aligned with current state-adopted standards and the AUHSD Career Systems Preparedness Framework (CPSF). By providing dedicated time for collaborative planning, professional learning, conference attendance and materials, and continuous learning opportunities, Gilbert HS will foster an environment where teachers can share best practices, innovate pedagogical techniques, and tailor instruction to meet the diverse needs of all students,	\$130,000.00	No

Action #	Title	Description	Total Funds	Contributing
		ultimately contributing to higher graduation rates and improved student engagement and academic outcomes.		
4.4	Administrative leadership and Professional learning	Gilbert High School will invest in administrative leadership and professional learning, which may include professional coaching for administrators (Awareness in Motion), conference attendance and materials, which may include Learning Forward, Equity Conference, PBIS, CAFE, etc. Targeted professional development, leadership training programs, and opportunities for collaborative learning will empower the school's administrators to utilize strategies that support a positive school culture, and a highly engaging core instructional program that addresses the needs of the whole child.	\$170,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Polaris Independent Studies will increase its graduation rate from the current baseline by the end of the 2024-2025 academic year. This will be achieved by engaging all students in a curriculum aligned with state-adopted standards and the AUHSD Career Systems Preparedness Framework (CPSF), ensuring that students are socially aware, civic-minded, and college and career ready. Progress will be monitored and measured quarterly through student performance, graduation checks through the counseling department, course completion, and grades. Annual metrics include college/career indicators and student performance in ELA and Math with an emphasis on English learners (plurilingual), Hispanic/Latino, homeless, and socioeconomically disadvantaged students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is designed to address student graduation rates and student performance, specifically targeting English Language Arts performance levels where 32.11% Hispanic/Latino students exceeded or met standard and 32.2% socioeconomically disadvantaged students exceeded or met standard. In Math 5.82% of Hispanic/Latino and 5.46% socioeconomically disadvantaged students exceeded or met standard on the CAASPP. Additionally, the goal aims to raise the college/career indicator, which is currently very low for English learners (plurilingual), Hispanic/Latino students, and homeless youth, and to increase the percentage of English learners making progress towards EL proficiency from 19.8%. Progress will be monitored and measured quarterly through student performance assessments, graduation tracking, and surveys on student engagement and preparedness. The goal and actions reflect the input from site level education partners through the site leadership team, district team meetings and the school site council.

To support this goal, Polaris IS will implement a comprehensive College and Career Readiness focus with additional counseling and socio-emotional support. This goal will support targeted academic support and career counseling, helping students navigate their educational and career options effectively.

The increased counseling support will help address students' socio-emotional needs, which is essential for maintaining their engagement and stability within the school.

The metrics used to measure success include college/career indicators, ELA and Math performance levels, and progress in English learner proficiency. Monitoring these metrics will allow the school to identify areas needing improvement and ensure targeted interventions are effective.

By providing robust academic support, academic and career counseling, Polaris IS will equip students with the necessary skills and knowledge for success in post-secondary education and their future careers. This comprehensive approach will foster a generation of well-rounded, socially aware, civic-minded students who are prepared for life's challenges and opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation rate	Polaris IS 2023 All students - 83.9% EL - 78.7% SED - 83.5% Homeless - 77.2%			All students - 87% EL - 80% SED - 85% Homeless - 79%	
5.2	College/Career	Polaris IS 2023 All students - 11.9% prepared EL - 0% prepared SED - 11.4% prepared Homeless - 7.3% prepared Hispanic/Latino - 9.2%			All students - 15% prepared EL - 3% prepared SED - 15% prepared Homeless - 9% prepared Hispanic/Latino - 12%	
5.3	English learner progress indicator (ELPI)	Polaris IS 2023 19.8% making progress towards English proficiency			25% making progress towards English proficiency	
5.4	EL Reclassification rate	Polaris IS 2023 4.7% reclassification rate			8% reclassification rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	State Seal of Biliteracy	Polaris IS 2022-23 2			Number of State Seals of Biliteracy 5	
5.6	State Seal of Civic Engagement	Polaris IS 2024 25			30 number of State Seals of Civic Engagement	
5.7	CAASPP ELA results	Polaris IS 2022-23 All students- 38.2% Exceeded/Standard Met SED- 32.2% EL-10% LTEL- 0.00% SWD- 14.28% FY- N/A Homeless- N/A Hispanic/Latino- 32.11%			All students- 40% Exceeded/Standard Met SED- 35% EL-13% LTEL- 5% SWD- 17% FY- N/A Homeless- N/A Hispanic/Latino- 35%	
5.8	CAASPP Math results	Polaris IS 2022-23 All students- 9.42% Exceeded/Standard Met SED- 5.46% EL- 5.26% LTEL- 0.00% SWD- 0.00% FY- N/A Homeless- N/A Hispanic/Latino- 5.82%			All students- 13% Exceeded/Standard Met SED- 8% EL- 8% LTEL- 5% SWD- 5% FY- N/A Homeless- N/A Hispanic/Latino- 8%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	College and Career Readiness	To support the goal of preparing all students to be socially aware, civic-minded, and college and career ready, Polaris IS will implement a comprehensive College and Career Readiness program with added counseling and socioemotional support. The focus will be on increasing A-G course completion, expanding dual college enrollment opportunities, and ensuring the completion of Career and Technical Education (CTE) pathways. By providing targeted academic support, career counseling, and access to advanced coursework, Polaris will equip students with the skills and knowledge necessary to succeed in post-secondary education and their future careers, fostering a generation of well-rounded, socially aware, civic-minded students who are life ready.	\$914,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By the end of the 2024-2025 academic year, Cambridge Virtual Academy (CVA) will enhance students' educational experiences by providing targeted monitoring for students transitioning to online learning, aiming for a reduction in academic difficulties during the transition. CVA will expand opportunities for students to develop their passions by increasing participation in elective courses and extracurricular activities. Professional learning for teachers will be implemented, with 100% of teachers receiving training focused on equity, project-based learning, social-emotional learning, and the virtual learning environment. CVA will continue to deliver the 5Cs—Critical Thinking, Communication, Collaboration, Creativity, and Compassion—and the Career Preparedness Systems Framework, aiming for an improvement in related student performance metrics. Progress will be measured quarterly through counselor check-ins with students, grades, student interviews, engagement levels, and feedback from parents and families.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to address specific challenges and needs identified within the student population at Cambridge Virtual Academy (CVA). By analyzing student performance data and consulting with educational partners, including teachers, parents, and community members, several key areas were highlighted for improvement. Students transitioning to online learning were experiencing significant academic difficulties. The goal to provide targeted monitoring, personalized check-ins, academic progress tracking, and tailored interventions was established to mitigate these challenges and ensure a smoother transition.

There was a recognized need to increase opportunities for students to explore their passions and engage more deeply with their education. Expanding elective courses and extracurricular activities aims to foster student engagement and motivation, which are critical for academic success.

To enhance the quality of instruction, it was essential to focus on equity, project-based learning, social-emotional learning, and the virtual environment. Providing comprehensive professional learning for teachers ensures they are well-equipped to support diverse learners effectively.

Emphasizing the delivery of the 5Cs—Critical Thinking, Communication, Collaboration, Creativity, and Compassion—and the Career Preparedness Systems Framework addresses the need for students to develop essential skills for college and career readiness.

Additionally, this goal will help address CA Dashboard indicators in Math Academic Performance levels which are currently in the Yellow for all students, and local data such as D/F rates for English and Math, with a greater focus on Math with a 27.27% D/F rate in Spring 2024. By addressing these areas, the goal aims to improve overall student performance, reduce academic difficulties during transitions, and ensure students are well-prepared for their future academic and career endeavors.

The goal was developed in collaboration with CVA educational partners, including teachers, parents, and community members, to ensure it reflects the collective insights and priorities of the CVA community. This collaborative approach ensures the goal is comprehensive and aligned with the actual needs of the students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Graduation rate	C/O 2023 96% graduation rate			98% graduation rate	
6.3	CAASPP ELA results	CVA 2022-23 All grades- 63.77% Grade 7- 64% Exceeded/Standard met Grade 8- 45% Exceeded/Standard met Grade 11- 78% Exceeded/Standard met			All grades- 69% Exceeded/Standard met Grade 7- 67% Exceeded/Standard met Grade 8- 48% Exceeded/Standard met Grade 11- 81% Exceeded/Standard met	
6.4	CAASPP Math results	CVA 2022-23			CVA 2022-23	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All grades- 23.96 Exceeded/Standard met Grade 7- 32% Exceeded/Standard met Grade 8- 35% Exceeded/Standard met Grade 11- 41% Exceeded/Standard met			All grades- 30% Exceeded/Standard met Grade 7- 35% Exceeded/Standard met Grade 8- 38% Exceeded/Standard met Grade 11- 44% Exceeded/Standard met	
6.5	D/F rates ELA and Math	CVA Spring 2024 ELA- 8.69% Math- 27.27%			CVA Spring 2024 ELA- 6% Math- 20%	
6.6	State Seal of Biliteracy	CVA 2022-23 Number of State Seals of Biliteracy 7			Number of State Seals of Biliteracy 10	
6.7	State Seal of Civic Engagement	CVA 2023-24 19 State Seals of Civic Engagement			23 State Seals of Civic Engagement	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Targeted Monitoring for Students Transitioning to CVA	CVA will enhance support for students transitioning to online learning by providing additional targeted monitoring. This will include personalized check-ins, academic progress tracking, and a buddy system. CVA will provide tailored intervention strategies such as home instruction, tutoring, eKadence schedule builder and executive functioning modules to ensure a smooth transition and sustained academic success.	\$150,000.00	No
6.2	Expanding Opportunities for Creative Outlets	CVA will expand opportunities for students to pursue their creative outlets and passions by offering a diverse range of elective courses through eLearning, and dual enrollment programs. Additionally, CVA will develop virtual and in-person workshops, peer mentorship, career exploration, content based activities - cross curricular education cultural days, college awareness field trips, and expand clubs and partnerships with local sites to create more engagement opportunities.	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
6.3	Professional Learning for Teachers and Staff	CVA will implement comprehensive professional learning opportunities for teachers and staff, focusing on equity practices, project-based learning, social-emotional learning, and effective strategies for the virtual classroom environment. This will ensure that educators are equipped to deliver high-quality, inclusive, and engaging instruction aligned with the 5Cs and the Career Preparedness Systems Framework.	\$15,000.00	No
6.4	Expanding Communication with Students and Families	CVA will expand and improve communication modes with students, parents and families to foster a supportive and inclusive community. This will include regular updates, virtual meetings, newsletters, and an enhanced online platform to ensure consistent and effective communication, thereby supporting student engagement and family involvement in the educational process.	\$14,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$99,825,339.00	\$11,643,802.00

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional learning plan</p> <p>Need: The identified need is to establish a comprehensive professional learning plan at the district level, focusing on the development and implementation of instructional best practices to support teacher leaders, Site Leadership Teams (SLTs), foster youth, and English learner (plurilingual) task forces. Low-</p>	Provide continuous professional learning for teachers and staff, focusing on 5 Cs, soft skills, technical skill, student voice and purpose, and focusing on effective instructional strategies, differentiated instruction, and the integration of technology in the classroom.	Graduation rates (1.1), Percentage of students who complete at one CTE Pathway (1.24), A-G completion (1.2), College going rates (1.22) and 5 Cs implementation through instruction (1.12).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>income, foster youth, and English learner students' academic progress indicators reveal a need for additional support in order to meet the overarching goals of increasing A-G eligibility, graduations rates and college-going rates.</p> <p>Scope: LEA-wide</p>		
1.2	<p>Action: Effective Instruction</p> <p>Need: Increased academic achievement for unduplicated students and subgroups identified in metrics 1.7 and 1.8, and specific schools identified in metrics 1.9 and 1.10.</p> <p>Scope: LEA-wide</p>	Design, deliver, and model effective instructional strategies to elevated student strengths and address their academic needs through differentiated instruction, targeted supports and innovative programs.	LCAP survey on 5Cs implementation (1.12), CAASPP ELA (1.7, 1.9) & Math data (1.8, 1.10), A-G rates (1.2), ELPI (1.18), D/F rates (1.21), and Access to broad course of study in VAPA (1.13), CTE (1.14), and World languages (1.15).
1.4	<p>Action: Technological resources</p> <p>Need: Technology, digital resources, and internet connectivity access for low income students.</p> <p>Scope: LEA-wide</p>	The District successfully rolled out its 1:1 devices program and will continue sustaining access to a broad range of technological resources, chromebooks, and internet connectivity to ensure all students can fully engage in their education, access digital resources and develop post secondary skills.	Local data: Number of chromebooks and hot spots checked out (1.26).
1.5	<p>Action: Broad course of study</p>	This action will help ensure that low income, foster youth and EL (plurilingual) students have equitable	Students completing dual enrollment courses (1.23),

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Equitable access to a broad course of study. Increase proficiency for English learners (plurilingual) students on the English Language Proficiency Assessments for California (ELPAC) with a focus on the specific schools identified in metric 1.18.</p> <p>Scope: LEA-wide</p>	access to a broad course of study so they can find purpose, be prepared for post-secondary learning, and develop career ready skills.	Percentages of students enrolled in VAPA (1.13), CTE (1.14), and World Languages (1.15).
1.7	<p>Action: Instructional options</p> <p>Need: After assessing the needs, conditions, and circumstances of low income, foster youth, English learner (plurilingual) students, we learned that there is a difference in outcomes for graduation rates, A-G completion, D/F rates and college preparedness. By implementing non-traditional instructional options such as flexible learning opportunities and diverse course offerings, the District aims to provide tailored support to unduplicated students, ultimately improving graduation rates, state assessment scores, CTE pathway completion, and A-G eligibility.</p> <p>Scope: LEA-wide</p>	This action supports the District's efforts to provide numerous instructional options for students. While these options are available to all students, this action will ensure that unduplicated student groups are prioritized for placement.	A-G rates (1.2), D/F rates (1.21), CTE Pathway completion (1.24).
2.1	<p>Action: Increase parent engagement</p>	To address the needs of unduplicated pupils, district staff will enhance mass messaging	Attendance at parent and family engagement events

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: After assessing the needs, conditions, and circumstances of low-income, English learner and foster youth students, we learned that nearly 64% of parents and families agree having reviewed their students' six-year plan and approximately 24% lack understanding of the benefits of the Anaheim Union Educational Pledge.</p> <p>Scope: LEA-wide</p>	<p>platforms, district and school websites, and social media usage. By updating and translating promotional materials for the Pledge into multiple languages, the district will ensure that all families are well-informed and can effectively engage with the school community.</p> <p>AUHSD provides parents, families and the community with numerous opportunities to learn and become involved in the school. The district has implemented innovative strategies to build infrastructure, secure additional resources, and hire personnel to offer parent leadership classes and family engagement activities. These actions are provided on an LEA-wide basis to ensure that all students benefit from a supportive and inclusive educational environment, promoting equity and access for every family in the district.</p>	<p>(2.1), LCAP Parent & Family Survey - Awareness about the Anaheim Union Pledge (2.2), Awareness of Six-Year Plan (2.3), Relevance of Events at the Schools (2.4), and Parent Input in Decision Making (2.7).</p>
2.2	<p>Action: FACES support</p> <p>Need: 15% of parents indicated that parent events at their school were not relevant. District community members, through the annual LCAP input process, have stated a need for explicit parent and family engagement support.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, FACES and Community Schools staff will coordinate family and community engagement events, serving as direct contacts for parents and families in need, including housing insecure families. This ensures that students and families have access to necessary resources and are referred to appropriate services.</p>	<p>Attendance at parent and family engagement events (2.1), LCAP Parent & Family Survey - Relevance of Events at the Schools (2.4), Keeping Parents and Families Informed (2.6), and Parent Input in Decision Making (2.7).</p>
3.1	<p>Action: Improve attendance</p>	<p>This action is provided on an LEA-wide basis to ensure a consistent and equitable approach to supporting attendance across schools in the</p>	<p>School attendance rates (3.1), Chronic absenteeism rates (3.2,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Chronic Absenteeism rate rose from 9.2% in 2019-20 to 25.6% in 2022-23. The attendance rate continues to decline from 95.2% in 2019-20 to 91.3% in 2023-24. Specific schools and subgroups identified in metrics 3.3 continue to work toward re-engaging students that are chronically absent.</p> <p>Scope: LEA-wide</p>	district. By implementing these actions schoolwide, each school can tailor the strategies to fit their specific context while still aligning with the overall district goals, ensuring that all students benefit from a cohesive and supportive attendance framework.	3.3), dropout rates (middle and high, 3.4), and graduation rates (1.1),
3.2	<p>Action: Mental, physical, behavioral, and socioemotional health</p> <p>Need: Unduplicated students, including low income students, foster youth, English learners (plurilingual students), face challenges impacting their academic performance and well-being. They need additional academic support, mental health services, and positive behavioral interventions.</p> <p>Scope: LEA-wide</p>	By focusing on the mental, physical, behavioral, and socioemotional health of students, and ensuring supports are available, the District is committed to reducing suspensions, improving student learning, and promoting the well-being of English learners (plurilingual), foster youth, and low income students.	LCAP Student Survey - Student Knowledge of Mental Health Support (3.8), Students receiving direct social emotional and/or mental health services (3.9), LCAP Student Survey - Belonging (3.10, 3.11, 3.12), and LCAP Student Survey - Connection (3.12, 3.13, 3.14, & 3.15).
3.3	<p>Action: Counseling support</p> <p>Need: To ensure that low-income, foster youth, and English learners (plurilingual) students graduate and are prepared for post-secondary</p>	The actions address the needs of low-income, foster youth, and English learner students by providing comprehensive support through standards-based school counseling programs. Implementing individualized academic plans, comprehensive transition plans, and appropriate enrollment in academic programs guarantees	LCAP Student Survey - Belonging (3.10, 3.11, 3.12), and LCAP Student Survey - Connection (3.12, 3.13, 3.14, & 3.15).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>options, there is a need for standards-based school counseling programs that monitor academic progress and deliver targeted support services.</p> <p>Scope: LEA-wide</p>	equitable access to resources and support, ensuring all students are well-prepared for post-secondary options. This District-wide approach ensures consistent support across all schools.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	<p>Action: English learners (plurilingual) and Long-term English Learner (LTEL) students</p> <p>Need: Improve placement, instructional practices, and monitoring of EL (plurilingual) and Long-term EL students. Increase proficiency for English learners (plurilingual) and LTEL students on the English Language Proficiency Assessments for California (ELPAC) with a focus on the specific schools identified in metric 1.18.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	This action targets specifically the needs of English learner (plurilingual) and LTEL students and provides additional resources for this group of students compared to services for all students. After assessing the needs, conditions, and circumstances of English learner students, we learned that there is a difference in outcomes for graduation rate, ELA and Math proficiency, and A-G completion.	Graduation rates (1.1), A-G (1.2), Percentage of EL (plurilingual) and LTEL students who score level 4 on ELPAC (1.19), Percentage of EL (plurilingual) students who make progress on the ELPAC (1.18), and EL (plurilingual) student reclassification rate (1.20).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.5	<p>Action: Foster youth support</p> <p>Need: Foster youth constitute .5% of AUHSD's student enrollment and fall in the red in ELA academic performance and suspension rates. These performance indicators illustrate a need for additional support in order to improve academic performance and improve behaviors.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Through these actions, the district aims to address the unique challenges faced by foster youth and McKinney-Vento students, such as a reduction in suspension rates, increased graduation rates and ultimately promoting their academic success and readiness for post-secondary education and/or career opportunities.	ELA and Math CAASPP data (1.7, 1.8 , 1.9, 1.10), suspension rates (3.6), graduation rates (1.1), drop out rates (3.4, 3.5), attendance data (3.1), and absenteeism rates (3.2, 3.3).

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

Additional Concentration Grant Funding

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

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$307,670,832.00	99,825,339.00	32.445%	0.000%	32.445%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$118,514,135.00	\$19,460,064.00	\$0.00	\$26,039,151.00	\$164,013,350.00	\$65,962,127.00	\$98,051,223.00

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

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	Arts and Music in Schools (AMS)	All	No			All Schools	Annual basis	\$3,144,413.00	\$902,651.00		\$4,047,064.00			\$4,047,064.00	
2	2.1	Increase parent engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual basis	\$8,740,000.00	\$260,000.00	\$9,000,000.00				\$9,000,000.00	
2	2.2	FACES support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual basis	\$2,615,000.00	\$385,000.00	\$815,000.00			\$2,185,000.00	\$3,000,000.00	
2	2.3	Engaging Parents of SWD	Students with Disabilities	No			All Schools	Annual basis	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.4	Community Schools model implementation	All	No			Specific Schools: Anaheim HS, Ball JHS, Brookhurst JHS, Dale JHS, Gilbert HS, Hope School, Katella HS, Loara HS, Magnolia HS, Orangeview JHS, Polaris IS, Savanna HS, South JHS, Sycamore JHS, and Western HS	Annual basis	\$0.00	\$4,200,000.00		\$4,200,000.00			\$4,200,000.00	
3	3.1	Improve attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual basis	\$4,643,102.00	\$1,356,898.00	\$6,000,000.00				\$6,000,000.00	
3	3.2	Mental, physical, behavioral, and socioemotional health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Annual basis	\$7,619,301.00	\$380,699.00	\$8,000,000.00				\$8,000,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.3	Counseling support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual basis	\$3,463,985.00	\$536,015.00	\$4,000,000.00				\$4,000,000.00	
3	3.4	Upgrade facilities	All	No			All Schools	Annual basis	\$0.00	\$20,000,000.00				\$20,000,000.00	\$20,000,000.00	
3	3.5	Foster youth support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Annual basis	\$0.00	\$365,000.00	\$365,000.00				\$365,000.00	
3	3.6	Student Support Programs	All	No			All Schools	Annual basis	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.1	Social-emotional support and Attendance	All	No			Specific Schools: Gilbert High School	Annual basis	\$305,000.00	\$25,000.00	\$25,000.00	\$305,000.00			\$330,000.00	
4	4.2	Career Technical Education (CTE) preparedness	All	No			All Schools Specific Schools: Gilbert High School	Annual basis	\$0.00	\$300,000.00		\$300,000.00			\$300,000.00	
4	4.3	Professional learning and planning time	All Gilbert High School	No				Annual basis	\$0.00	\$130,000.00		\$130,000.00			\$130,000.00	
4	4.4	Administrative leadership and Professional learning	All	No			Specific Schools: Gilbert High School	Annual basis	\$150,000.00	\$20,000.00		\$170,000.00			\$170,000.00	
5	5.1	College and Career Readiness	All	No			Specific Schools: Polaris Independent Studies (IS)	Annual basis	\$720,000.00	\$194,000.00		\$914,000.00			\$914,000.00	

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

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$307,670,832.00	99,825,339.00	32.445%	0.000%	32.445%	\$102,409,135.00	0.000%	33.285 %	Total:	\$102,409,135.00
								LEA-wide Total:	\$95,744,135.00
								Limited Total:	\$6,665,000.00
								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	\$17,000,000.00	
1	1.2	Effective Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000,000.00	
1	1.4	Technological resources	Yes	LEA-wide	Low Income	All Schools	\$8,000,000.00	
1	1.5	Broad course of study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000,000.00	
1	1.6	English learners (plurilingual) and Long-term English Learner (LTEL) students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$6,300,000.00	
1	1.7	Instructional options	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,929,135.00	

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

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$181,109,035.00	\$185,389,283.00

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	\$19,070,000.00	\$17,032,485.00
1	1.2	Effective instruction	Yes	\$7,954,000.00	\$6,744,786.00
1	1.3	Instructional materials	No	\$8,000,000.00	\$5,330,706.00
1	1.4	Technological resources	Yes	\$8,800,800.00	\$8,015,665.00
1	1.5	Broad course of study	Yes	\$30,520,000.00	\$29,368,756.00
1	1.6	English learners	Yes	\$7,270,000.00	\$9,085,487.00
1	1.7	Instructional options	Yes	\$7,097,500.00	\$7,929,135.00
1	1.8	Students with disabilities	No	\$1,080,000.00	\$1,080,000.00
1	1.9	Post-secondary readiness	Yes	\$1,850,500.00	\$1,395,006.00
1	1.10	Reduction of class size, hiring and retaining teachers	Yes	\$7,200,000.00	\$16,801,369.00
2	2.1	Increase parent engagement	Yes	\$8,635,000.00	\$9,211,691.00

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	2.2	FACES support	Yes	\$2,510,000.00	\$4,719,777.00
2	2.3	Parents of SWD	No	\$0.00	\$0.00
2	2.4	Community Schools model	No	\$4,200,000.00	\$4,200,000.00
3	3.1	Improve attendance	Yes	\$8,200,000.00	\$6,119,102.00
3	3.2	Mental and physical health	Yes	\$14,695,735.00	\$14,399,941.00
3	3.3	Counseling support	Yes	\$4,160,000.00	\$4,090,925.00
3	3.4	Upgrade facilities	No	\$39,500,000.00	\$39,500,000.00
3	3.5	Foster youth support	Yes	\$365,500.00	\$364,452.00

2023-24 Contributing Actions Annual Update Table

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)
\$100,062,182.00	\$124,560,169.00	\$123,059,398.00	\$1,500,771.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional learning plan	Yes	\$17,350,000.00	\$17,032,485.00		
1	1.2	Effective instruction	Yes	\$6,450,000.00	\$4,745,408.00		
1	1.4	Technological resources	Yes	\$8,800,800.00	\$8,015,665.00		
1	1.5	Broad course of study	Yes	\$30,000,000.00	\$29,368,756.00		
1	1.6	English learners	Yes	\$5,640,000.00	\$7,307,765.00		
1	1.7	Instructional options	Yes	\$6,897,500.00	\$7,929,135.00		
1	1.9	Post-secondary readiness	Yes	\$1,500,000.00	\$1,395,006.00		
1	1.10	Reduction of class size, hiring and retaining teachers	Yes	\$16,801,369.00	\$16,801,369.00		
2	2.1	Increase parent engagement	Yes	\$8,550,000.00	\$9,211,691.00		
2	2.2	FACES support	Yes	\$810,000.00	\$2,998,338.00		
3	3.1	Improve attendance	Yes	\$8,200,000.00	\$6,119,102.00		
3	3.2	Mental and physical health	Yes	\$9,035,000.00	\$7,679,301.00		
3	3.3	Counseling support	Yes	\$4,160,000.00	\$4,090,925.00		

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	\$365,500.00	\$364,452.00		

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$320,142,638.00	\$100,062,182.00	2.68	33.935%	\$123,059,398.00	0.000%	38.439%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

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