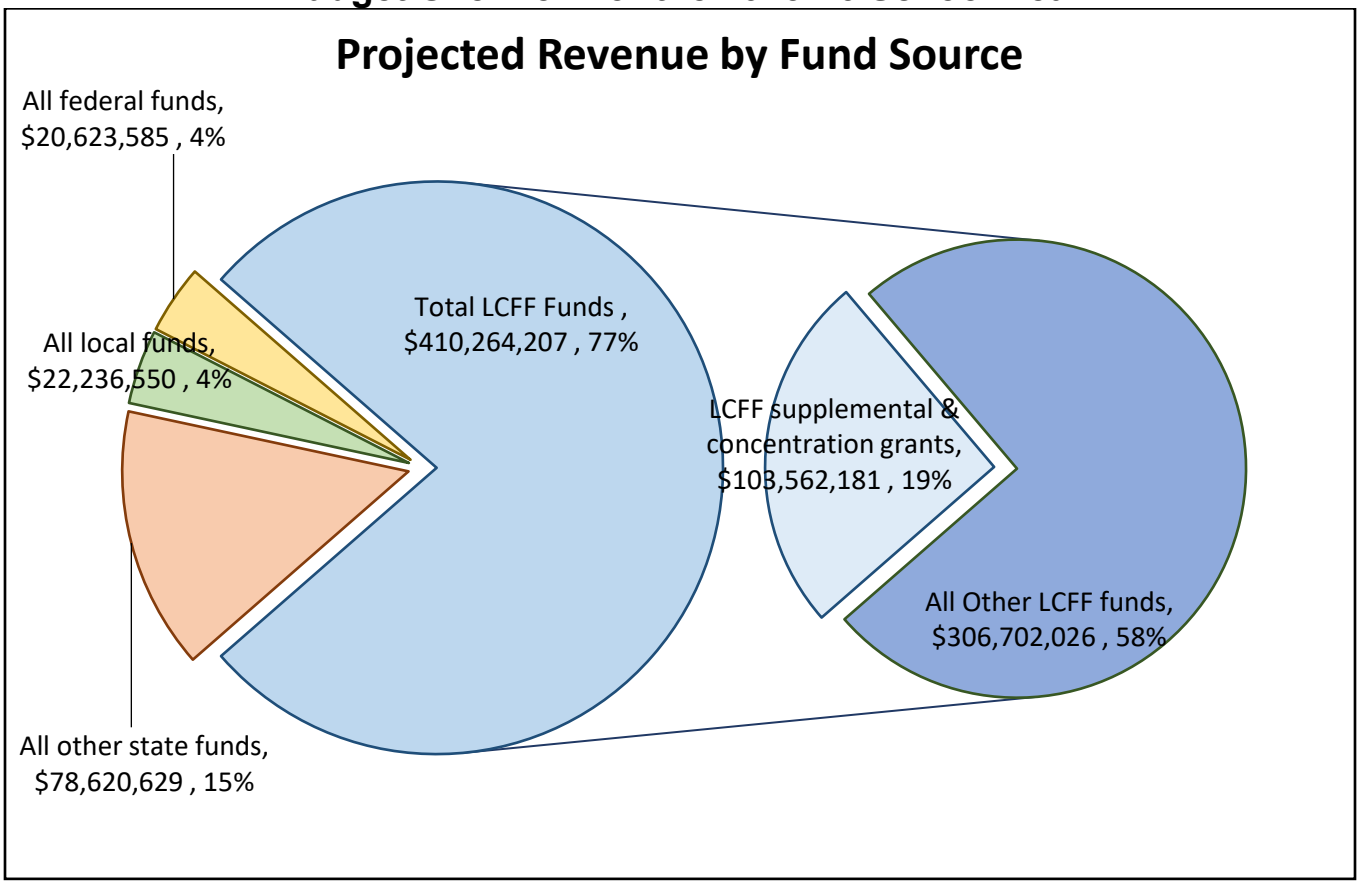
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Anaheim Union High School District
CDS Code: 30-664310000000
School Year: 2025-26
LEA contact information:
Seema Sidhu, Ed.D.
Director, Learning and Development
sidhu_s@auhsd.us
714-999-3579

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

Budget Overview for the 2025-26 School Year

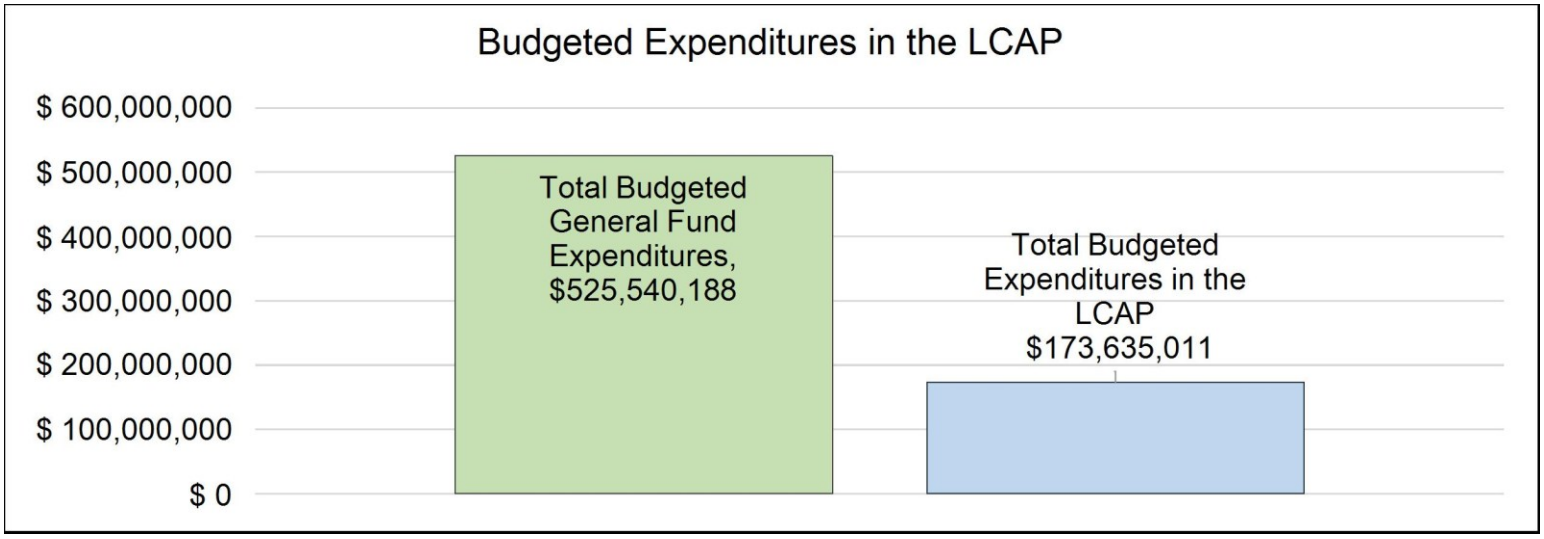


This chart shows the total general purpose revenue Anaheim Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Anaheim Union High School District is $531,744,971, of which $410,264,207.00 is Local Control Funding Formula (LCFF), $78,620,629.00 is other state funds, $22,236,550.00 is local funds, and $20,623,585.00 is federal funds. Of the $410,264,207.00 in LCFF Funds, $103,562,181.00 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 2025-26. 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 $525,540,188.00 for the 2025-26 school year. Of that amount, $173,635,011.20 is tied to actions/services in the LCAP and $351,905,176.8 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

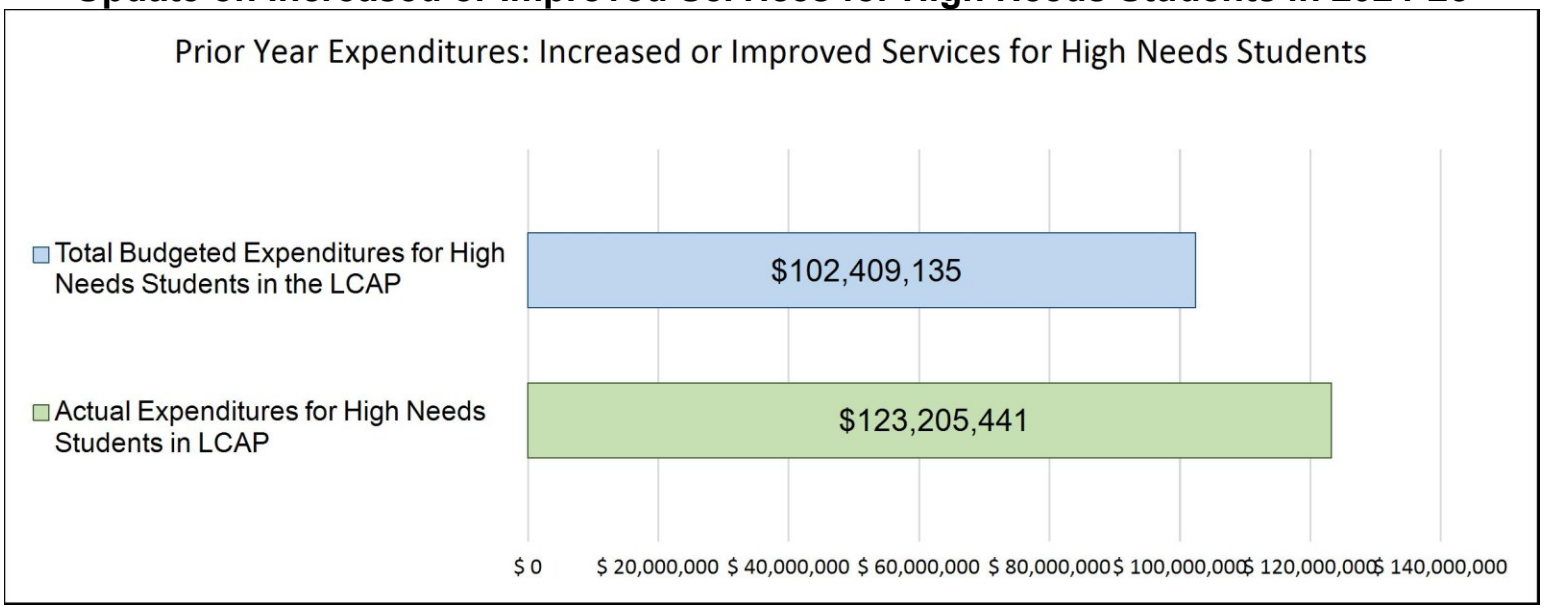
Base funding for salaries and benefits are not included in the LCAP. District expenditures from maintenance projects and bond projects are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Anaheim Union High School District is projecting it will receive $103,562,181.00 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 $125,211,814 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 2024-25



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 2024-25, Anaheim Union High School District's LCAP budgeted $102,409,135.00 for planned actions to increase or improve services for high needs students. Anaheim Union High School District actually spent $123,205,441.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $20,796,306 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 previously supported with ESSER funds and have now been moved to LCAP funds.

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	Seema Sidhu, Ed.D. Director, Learning and Development	sidhu_s@auhsd.us 714-999-3579

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Overview of AUHSD
Founded in 1898, Anaheim Union High School District (AUHSD) is an urban secondary school district serving approximately 27,195 students across grades seven through twelve. The district spans approximately 46 square miles and includes the communities of Anaheim, Cypress, Buena Park, La Palma, and Stanton. Students transition into AUHSD from five feeder elementary school districts, bringing rich linguistic diversity with over 66 languages spoken at home. AUHSD's diverse student population consists predominantly of Hispanic/Latino students (68.9%), along with Asian (13.4%), White (7.8%), Filipino (3.8%), Black/African American (2.1%), two or more races (3.5%), Pacific Islander (0.4%), and American Indian/Alaskan Native (0.1%) students. Additionally, 79.2% of AUHSD students are low-income (as indicated by participation in the National School Lunch Program), 21.9% are English learners (plurilingual students), and 0.5% are foster youth.

Schools and Educational Programs
AUHSD comprises of twenty school campuses, including eight comprehensive junior high schools, eight comprehensive high schools, one continuation high school (Gilbert High School), one Independent Studies school (Polaris Independent Studies), and one virtual academy (Cambridge Virtual Academy). Additionally, AUHSD has established Independent Learning Centers (ILCs) at Anaheim, Magnolia, Savanna, and Western High Schools, with plans to expand to Cypress High School in the 2025-2026 school year. The ILCs provide AUHSD students with flexible educational options, including comprehensive social-emotional support, home visits, and tailored approaches that meet students' unique needs beyond traditional five-day-a-week attendance at comprehensive school sites. The district takes pride in its high-performing schools, boasting thirteen California Distinguished Schools, two National Blue Ribbon Schools, two Green Ribbon Award-winning schools (green and silver), and thirteen California Gold Ribbon Schools. Additionally, AUHSD is recognized as a California Democracy School

District, with twenty designated California Democracy Schools, ten of which have received the California Civic Learning Award of Excellence.

Community Context and Challenges
The AUHSD community is vibrant, culturally diverse, and economically dynamic. Many families within the district face significant economic challenges, reflected in the high percentage of students identified as socioeconomically disadvantaged. The community also grapples with broader urban challenges, including housing instability, economic disparities, and the need for robust educational supports to address language barriers and achievement gaps. Recognizing these challenges, AUHSD emphasizes targeted support, equity-driven practices, and culturally responsive educational approaches. Anaheim Union High School District strategically leverages Title I funds at schools serving a significant number of students from low-income families, providing additional resources and supports to enhance student success. The majority of AUHSD schools are designated as Title I, reflecting the district's commitment to equity and targeted support. Oxford Academy, Cypress High School, Lexington Junior High School, Kennedy High School, and Walker Junior High School do not have Title I status, but like all AUHSD schools, they receive equitable districtwide supports and resources aligned with the district’s vision and goals. Title I designation enables AUHSD to further invest in family engagement, culturally responsive instruction, and comprehensive support systems, benefiting students and families across the entire district community.

Major Educational Initiatives and Programs
AUHSD implements several acclaimed educational initiatives designed to address student needs comprehensively, enhance equity, and improve student outcomes:

AVID (Advancement Via Individual Determination): Supporting college and career readiness for students traditionally underrepresented in higher education. The AVID Program is offered at the following schools:
6 junior highs- Ball, Brookhurst, Dale, Orangeview, South, Sycamore
5 high schools- Anaheim, Western, Savanna, Loara, Katella

Puente (Bridge) Program: Bridging achievement gaps by offering mentorship, rigorous academics, and fostering culturally relevant curriculum and community involvement. The Puente Program is offered at the following schools:
Anaheim High School
Katella High School
Loara High School
Magnolia High School
Savanna High School
Western High School
Dale Junior High School
Orangeview Junior High School
South Junior High School
Sycamore Junior High School

International Baccalaureate (IB): Providing rigorous, globally recognized academic programs to develop well-rounded, internationally minded students. The IB program is offered at Kennedy High School.

California Community Schools Partnership Program (CCSPP)
Since 2021-22, AUHSD has been a prominent recipient of grants from the California Community Schools Partnership Program (CCSPP), receiving over $23 million to transform its schools into community hubs. As of 2024-2025, 15 of AUHSD's 20 schools operate as Community Schools, significantly enhancing family and community engagement through integrated services and partnerships. The AUHSD Community Schools approach creates safe, inclusive environments where students, families, educators, and community partners collaboratively expand opportunities and address comprehensive student needs.

Whole Child Approach
Aligned closely with AUHSD's Community Schools initiative, the district embraces a comprehensive Whole Child Approach designed to nurture students' academic, social-emotional, physical, and mental well-being. This approach recognizes the interconnectedness of student development, intentionally focusing on creating learning environments where each student feels healthy, safe, engaged, supported, and challenged. AUHSD emphasizes practices such as social-emotional learning, trauma-informed care, restorative justice, robust counseling and mental health services, and meaningful family engagement, ensuring students receive holistic support to achieve long-term academic success and personal well-being. The Whole Child Approach underpins all district initiatives and is prominently reflected in the district's three primary LCAP goals.

Equity Multiplier Initiative
AUHSD continues to benefit from California's Equity Multiplier funds, designed to address resource disparities at school sites with high non-stability rates and large percentages of socioeconomically disadvantaged students. Gilbert High School (Continuation), Polaris Independent Studies, and Cambridge Virtual Academy (CVA) qualify for these funds. These schools actively incorporate feedback from educational partner groups, including Site Leadership Teams, School Site Councils, student interviews, and district-level meetings, to implement evidence-based interventions targeting student success. Detailed goals and actions related to the Equity Multiplier can be found in Equity Multiplier LCAP Goals 4, 5, and 6.

Strategic Plan: Vision, Mission, Core Values, and CPSF
AUHSD's strategic direction is anchored in its foundational principles—Vision, Mission, Core Values, and the Career Preparedness Systems Framework (CPSF)—all oriented around clear, measurable objectives defined as the Wildly Important Goals (WIGs):

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.

Core Values
1. We believe in and model the 5 Cs: collaboration, creativity, critical thinking, communication, and compassion.
2. We believe in education that works for students and not the other way around.
3. We believe in an assets-based instructional approach focused on our community's strengths and in nurturing everyone's potential.
4. We believe in moving the needle toward equity and justice.
5. We believe in delivering our vision, mission, and core values primarily through instruction.
6. We believe in systems, not silos.

7. We believe in public schools that enhance and strengthen democracy through cultivation of student voice and problem solving.

Career Preparedness Systems Framework (CPSF)
AUHSD leverages the CPSF model to integrate academic, technical (hard), and 21st-century (soft) skills with student voice and purpose. Through structured career pathways, dual enrollment, internships, and leadership opportunities, CPSF aligns education with real-world demands, empowering students to succeed academically, professionally, and civically.

Wildly Important Goals (WIGs)
AUHSD's strategic priorities are defined by three primary WIGs:

- Increasing the four-year cohort graduation rate.
- Improving A-G course completion to enhance college and career readiness.
- Improving attendance rates by reducing chronic absenteeism across all student groups.

During the 2025-2026 school year, AUHSD will strategically advance these Wildly Important Goals by implementing evidence-based interventions, targeted professional learning, and robust student support systems, detailed comprehensively within the LCAP. District and school teams will engage in ongoing, collaborative analysis of attendance, grade distribution, and credit completion data, with a particular emphasis on improving outcomes for English learners, foster youth, students experiencing homelessness, socioeconomically disadvantaged students, and students with disabilities. Through continuous monitoring, reflection, and adjustment, AUHSD remains deeply committed to ensuring equity, student success, and readiness for postsecondary life.

Anaheim Union High School District Awards and Recognitions
Districtwide Awards:
California Democracy School District
California Champion of Civics – Superintendent Michael Matsuda
NAMM Best Communities for Music Education
P21 Exemplar School – Recognized for 21st Century Learning Innovation
Golden Bell Awards – California School Boards Association (CSBA)
California Gold Ribbon Schools – Multiple sites recognized
California Green Ribbon School – Environmental leadership and sustainability
California Model Continuation High School – Gilbert High School
California Civic Learning Awards of Excellence – Multiple school sites
California Distinguished Schools
National Blue Ribbon Schools
AP Honor Roll – All AUHSD comprehensive high schools
Seal of Excellence – California Association for Bilingual Education (CABE)
California Positive Behavioral Interventions and Supports (PBIS) Awards – Gold, Silver, Platinum, and Bronze designations across schools
California Democracy Schools – 20 AUHSD sites

Student and School-Level Awards:

#1 Public School in Orange County in 2023 (Oxford Academy)
Oxford Academy – 2023 National Blue Ribbon Award and multiple years as a California Distinguished School and Democracy School
Cypress High School – 2024 California Democracy School, 2024 PBIS Bronze Award
Gilbert High School – 2023 California Model Continuation High School, 2023 California Democracy School
Kennedy High School – 2024 California Democracy School, 2024 PBIS Bronze Award
Lexington Junior High School – 2024 California Democracy School, 2019 California Distinguished School
Magnolia High School – 2024 California Democracy School
Dale Junior High School – 2023 California Democracy School
Sycamore Junior High School – 2024 California Democracy School
Oxford, Kennedy, and Loara High Schools – Multiple years of recognition for civic engagement, college readiness, and academic excellence
Ball, Brookhurst, Dale, Lexington, South, Sycamore, and Walker Junior High Schools – Multiple recognitions for PBIS, Civic Learning, and Distinguished School status

These awards and recognitions highlight the district's commitment to equity, innovation, academic excellence, and whole-child development. They reflect the impact of AUHSD's focus on civic engagement, college and career readiness, inclusive practices, and supportive school cultures. These accomplishments serve as validation of the district's ongoing efforts to provide meaningful learning experiences and improve outcomes for all students.

Reflections: Annual Performance

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

Overview of 2023 CA Dashboard Performance

Indicators in red on the 2023 California Dashboard:
Techinical Assistance Status: DA, Year 1

Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard District-wide:
ELA: EL, FOS, HOM, SED, SWD, HI
Math: EL, HOM, SWD, HI
Chronic Absenteeism: All, EL, HOM, SED, SWD, AA, AI, HI, PI
Suspension Rate: FOS

Any school 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:

Anaheim High School:
ELA: EL, SWD
Math: All, EL, SED, SWD, HI
Suspension Rate: HOM

Ball Junior High School:
Technical Assistance Status: CSI LP
ELA: EL, HI
Math: All, EL, SED, HI
ELPI: All
Chronic Absenteeism: All, EL, HOM, SWD, HI, WH
Suspension Rate: HOM

Brookhurst Junior High School:
Technical Assistance Status: ATSI
ELA: EL
Math: EL
ELPI: All
Chronic Absenteeism: All, EL, HOM, SED, SWD, HI

Cypress High School:
Math: SWD
ELPI: All

Dale Junior High School:
Technical Assistance Status: CSI LP
ELA: All, EL, HOM, SED, SWD, HI
Math: All, EL, SED, SWD, HI, WH
Chronic Absenteeism: All, WH
Suspension: SWD

Gilbert High School (Continuation):
Technical Assistance Status: CSI Grad
Math: EL
ELPI: All
Graduation Rate: All, EL, HOM, SED, SWD, HI
College/Career: All, EL, HOM, SED, SWD, HI, WH

John F. Kennedy High School:
ELA: EL, SWD

Math: EL
ELPI: All
Suspension Rate: HOM

Katella High School:
ELA: EL, SWD
Math: EL, SWD, HI
College/Career: SWD

Loara High School:
ELA: All, EL, SED, HI
Math: All, EL, SED, HI

Magnolia High School:
ELA: EL
College/Career: SWD

Orangeview Junior High School:
ELA: EL, HOM, SWD
Math: All, EL, HOM, SED, HI, WH
Chronic Absenteeism: All, EL, SED, SWD, HI, WH
Suspension Rate: EL, WH

Polaris High School:
ELA: All, SED, HI
Math: All, SED, HI
College/Career: EL, HOM, HI

Savanna High School:
ELA: EL
Math: All, EL, SED, SWD, HI
Suspension Rate: EL, SWD
College/Career: EL, SWD

South Junior High School:
Technical Assistance Status: CSI LP
ELA: All, EL, HOM, SED, SWD, HI, WH
Math: All, EL, SED, SWD, HI, WH
ELPI: All
Chronic Absenteeism: All, EL, HOM, SED, HI, WH

Sycamore Junior High School:
Technical Assistance Status: ATSI
ELA: EL
Math: All, EL, HOM, SED, SWD, HI
Chronic Absenteeism: All, EL, HOM, SED, SWD, HI
Suspension Rate: HOM

Walker Junior High School:
Technical Assistance Status: ATSI
ELA: SWD
Math: EL, SWD, HI
ELPI: All
Chronic Absenteeism: EL, HOM, SED, HI
Suspension Rate: AA

Western High School:
ELA: EL, SWD

English Language Arts (ELA) Performance
2023-2024 EL APerformance by Student Group
The District-wide student performance levels in English Language Arts (ELA) for the 2023-2024 school year, based on the California Dashboard, indicate that 42.64% of students met or exceeded the standard. This result remains consistent with the prior year's data (2022-2023). A detailed analysis of performance by student group shows varying levels of proficiency:

English Learners (Plurilingual students): 4.67%

Long-Term English Learners: 3.0%

Hispanic/Latino students: 31.44%

Students experiencing homelessness: 23.06%

Socioeconomically disadvantaged students: 35.85%

Students with disabilities: 9.79%

The data demonstrates the necessity for growth in ELA performance across all student groups, with particular attention required for student groups currently identified with a District-wide Red indicator. These groups include African American, American Indian, English Learners, Foster Youth, Hispanic/Latino, Homeless, Long-Term English Learners, and Pacific Islander students. Notably, there have been

improvements compared to the previous year: White students moved from a Red indicator to Yellow, and socioeconomically disadvantaged students and students with disabilities progressed from Red to Orange indicators.

Site-Level Red Indicators in ELA
Although the District-wide performance indicator for students with disabilities is no longer in Red for ELA, significant performance gaps persist at specific school sites. Five comprehensive high schools—Katella, John F. Kennedy, Magnolia, and Western and Gilbert High School (Continuation School)—and four junior high schools—Brookhurst, Orangeview, Walker, and Ball—remain in the Red category for students with disabilities according to the 2023-2024 CA Dashboard.

In addition, multiple school sites have one or more student groups performing at the Red indicator level in ELA on the CA Dashboard:

Comprehensive High Schools: John F. Kennedy, Katella, Magnolia, and Western; Gilbert (Continuation School)

Junior High Schools: Ball, Brookhurst, Orangeview, South, Sycamore, and Walker

AUHSD Response and Instructional Strategies (Goal 1: Actions 1.1, 1.2, 1.3, 1.6, 1.8)
Acknowledging these critical areas for improvement, the District regularly engages with site principals, department chairs, and district leadership teams to strategize and implement improvements aimed at increasing students' literacy and analytical skills through rigorous instructional practices and strengthened student support systems. To further enhance academic achievement, AUHSD has developed a strategic approach anchored in the Career Preparedness Systems Framework (CPSF). This framework focuses on three critical components: Technical Skills, 21st Century Skills (Soft Skills), and Student Voice and Purpose, and intentionally integrates them into the educational experiences of all students. Central to this strategy is the Capstone program, which all AUHSD schools have developed and implemented over the past three years. This program utilizes performance task assessments, empowering students to build technical skills, soft skills, and student voice. Each school has customized its Capstone program to reflect its unique vision and values, aiming to create an ideal educational experience for their student community. The Capstone program embodies a promise from AUHSD: to provide thoughtful, relevant, and engaging experiences that prepare all students for meaningful and purposeful lives. During the 2024-2025 school year, AUHSD continued refining and implementing this important program.

Use of CPSF, Capstone, and Performance Task Assessments
District-wide professional development complements these efforts, emphasizing Communities of Practice and performance task assessments. Teacher professional learning explicitly focuses on integrating student voice, the 5Cs (Collaboration, Communication, Critical Thinking, Creativity, and Character), and technical skills within instructional practices and assessments. Professional learning additionally emphasizes student reflection as a critical part of the learning process, encourages staff to use data-driven practices to adjust performance task assessments for targeted support, and guides teachers in identifying authentic audiences to increase student engagement and relevance. These targeted professional learning and support efforts will continue into the 2025-2026 school year.

Throughout the current academic year, AUHSD prioritized comprehensive data analysis ("data dives") as part of developing and aligning the School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP). Professional learning across the District centered around data-driven decision-making, enabling school and district teams to closely examine performance indicators from both the

California Dashboard and local data, including graduation rates, A-G completion, Career Technical Education (CTE) pathway completion, and district and site-level D/F rates.

By emphasizing evidence-based instructional strategies within classrooms, AUHSD remains committed to improving ELA performance outcomes for all students and specifically targeted student groups. The following LCAP Goals, Actions/Services support the work to address students' needs based on the CA Dashboard:
Goal 1: Actions 1.1, 1.2, 1.3, 1.6, 1.8
Goal 2: Action 2.4
Goal 3: Actions 3.1, 3.2, 3.3, 3.5

Summary of Student Groups with District-wide Red Indicators:
African American
American Indian
English Learners (EL)
Foster Youth (FY)
Hispanic/Latino (HI)
Homeless (HOM)
Long-Term English Learners (LTEL)
Pacific Islander

Breakdown of Student Groups in Red per School Site (2023-2024 CA Dashboard):

High Schools:
Gilbert: EL, LTEL, HI, SED, SWD
John F. Kennedy: SWD
Katella: EL, LTEL, SWD
Magnolia: EL, SWD
Western: EL, LTEL, SWD

Junior High Schools:
Ball: EL, LTEL, SED, SWD, HI, WH
Brookhurst: EL, LTEL, FY, HI, SED, SWD
Orangeview: EL, SWD
South: EL, LTEL, FY, SED, HI
Sycamore: EL, LTEL
Walker: EL, LTEL, SWD

Mathematics Performance
2023-2024 Math Performance by Student Group

The District-wide student performance levels in math for the 2023-2024 school year, based on the California Dashboard, indicate that 24.60% of students met or exceeded the standard. This result shows a .64% increase from the prior year's data (2022-2023). A detailed analysis of performance by student group shows varying levels of proficiency:

EL: 2.73%
LTEL: 0.84%
HI: 12.47%
HOM: 11.09%
SED: 17.51%
SWD: 3.13%

Site-Level Red Indicators in Math
According to the 2023-2024 California Dashboard, AUHSD's district-wide mathematics performance for all students is currently at the Orange indicator level, indicating a need for focused and sustained improvement efforts. Performance analysis by student group further reveals significant areas of concern, with the following groups identified at the Red performance indicator: African American students, English Learners (EL), Foster Youth, Hispanic/Latino students, students experiencing homelessness, and Long-Term English Learners (LTELs). Additionally, several individual school sites have been identified as requiring targeted support based on their Red performance indicator in mathematics for all students:

Comprehensive High Schools: Gilbert (Continuation), Katella, Loara, Savanna

Junior High Schools: Brookhurst, Orangeview, South, Sycamore, Ball

AUHSD Instructional Shifts in Math Pedagogy
Recognizing these significant challenges, AUHSD is committed to taking a comprehensive approach to enhancing mathematics teaching and learning across the district. AUHSD prioritizes the development of students' critical thinking abilities, problem-solving skills, and deep conceptual understanding. The district emphasizes a holistic approach to mathematics, integrating real-world applications, creativity, and collaboration. Through Performance Task Assessments, teachers are actively developing authentic and meaningful mathematics experiences that extend beyond traditional curriculum boundaries. These assessments reflect the lived experiences of students, honoring and celebrating their rich and diverse community backgrounds. Throughout the current and upcoming school year, AUHSD teachers will continue fostering a growth mindset among students, aiming to instill lifelong learning skills essential for academic and personal success. Teachers will use the Innovation Design Template as a strategic tool to embed intentional instructional supports specifically targeting English Learners (plurilingual), Hispanic/Latino students, White students, socioeconomically disadvantaged students, students experiencing homelessness, and students with disabilities. Continuous evaluation and refinement of mathematics instructional practices ensure that all students receive targeted and effective support tailored to their diverse learning needs. To strengthen teacher capacity and enhance student outcomes in mathematics, AUHSD has implemented extensive professional development opportunities. Teachers currently engage in ongoing professional learning, including monthly mathematics learning labs, book studies centered on research-based instructional strategies, monthly department chair workshops, attendance at regional and national conferences (such as the CMC-S Mathematics Conference), and active professional learning communities at each school site. (Goal/Action 1.1)

Professional Development, Math Labs, and Co-Teach (Goal 1: Actions 1.1, 1.2)
The Mathematics Learning Labs, developed by AUHSD mathematics teachers, are essential structures that emphasize evidence-based instructional practices. These labs include reflective dialogue, classroom observations focused on Standards for Mathematical Practice and student-centered learning, and studies of relevant educational articles and expert videos. Through consistent collaboration with teacher leaders, many of whom are actively involved in research-based fellowships and grants, teachers have established strong communities of practice to support ongoing instructional improvement. An intentional focus during Mathematics Learning Lab workshops is providing targeted instructional strategies for English Learners (plurilingual), students with disabilities, foster youth, Hispanic/Latino students, and students experiencing homelessness. Central to this professional learning is building teacher capacity to structure lessons that are student-centered, foster meaningful dialogue, and support students' ability to transfer knowledge across diverse mathematical concepts. Resources for this work include AUHSD's LCAP recommendations specifically addressing instructional strategies for identified student groups (Goal/Action: 1.2)

Furthermore, AUHSD offers specialized co-teaching workshops for mathematics educators, strengthening their instructional methods for effectively serving students with disabilities and English learners. The district has also invested in digital instructional tools and resources to supplement math instruction, including online platforms supporting Math 7 and Math 8 curricula at junior high school sites and Math I, Math II, and Math III courses at high school sites. These digital resources provide students with guided practice and differentiated support.

Moreover, AUHSD collaborates with the Orange County Department of Education and research partners through a grant dedicated to supporting Female and Latinx students in developing STEM identities through mathematics and science courses. Anaheim, Loara, and Cypress high schools actively participate in this initiative.

Breakdown of Student Groups Identified in Red for Mathematics Performance on the CA Dashboard:
District-wide Student Groups in Red:

English Learners (EL)
Long-Term English Learners (LTEL)
Foster Youth (FY)
Homeless Students (HOM)
Hispanic/Latino Students (HI)
Students with Disabilities (SWD)
White Students (WH)

High Schools—Student Groups in Red:
Gilbert: EL, LTEL, SED, SWD, HI
John F. Kennedy: SWD
Katella: SED, SWD, HI
Loara: EL, LTEL, SED, SWD, HI
Polaris Independent Study: EL
Savanna: EL, LTEL, SED, SWD, HI
Western: EL, SWD

Junior High Schools—Student Groups in Red:
Ball: EL, LTEL, SED, SWD, HI
Brookhurst: EL, LTEL, SED, SWD, HI
Orangeview: EL, SED, SWD, HI
South: LTEL, HOM, SED, HI
Sycamore: EL, LTEL, HOM, SED, HI
Walker: HI

Learning Recovery Emergency Block Grant (LREBG) Status
All LREBG funds have been expended.

Through these intentional, targeted strategies and ongoing professional development opportunities, AUHSD remains committed to continuously improving mathematics instruction and ensuring equitable academic outcomes for every student group across the district.

Reflections on College and Career Readiness
Work-Based Learning and Anaheim Innovative Mentoring Experience (AIME) Impact
In addition to targeted improvements in English and mathematics instruction and achievement, AUHSD continues to prioritize comprehensive career preparation opportunities through the Anaheim Innovative Mentoring Experience (AIME) program. The AIME program has provided over 18,000 career mentoring and internship experiences to AUHSD students through its tiered mentoring structure, which engages over 90 different corporate, community-based, and nonprofit partners. These meaningful mentoring experiences prepare students authentically for college and career expectations. To further strengthen these efforts, AUHSD has hired a Career Readiness and Work-Based Learning Specialist who coordinates, implements, and expands high-quality Career Technical Education (CTE) programs across the district. This specialist also works closely with site-level work-based learning coordinators to promote participation in AIME events, ensuring targeted outreach and increased access for unduplicated students. Reflecting the effectiveness of these initiatives, the 2024-2025 LCAP survey showed that 87% of staff agree their school site actively encourages students to explore diverse career options, and an impressive 100% of surveyed students expressed feeling confident, content, and/or excited about their future due to these experiences.

Civic Engagement
Alongside AUHSD's robust emphasis on career readiness through the AIME program, the District maintains a deep and sustained commitment to civic engagement and learning. Civic engagement plays a prominent role throughout AUHSD, as reflected by the 92% of staff who report facilitating civic engagement activities at their school sites, including AUHSD Talks, Soapbox speeches, civic inquiry, and community service projects. Twenty schools have been officially designated as California Democracy Schools, signifying their institutional dedication to high-quality civic learning through allocated time, resources, policies, and specialized expertise. Additionally, twenty AUHSD schools have received California Civic Learning Awards, with nine schools—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—achieving the Civic Learning Award of Excellence, the highest civic honor awarded in California. Highlighting the District's collective success, AUHSD was distinguished in 2024 as a California Democracy School District, becoming the first and only school district in the state to earn this prestigious recognition.

Hands-on Learning: Magnolia Agriscience Community Center (MACC)
Building upon this district-wide commitment to civic engagement and community impact, AUHSD also promotes civic responsibility and environmental awareness through hands-on learning experiences at the Magnolia Agriscience Community Center (MACC). The MACC is an urban agricultural oasis located on the Magnolia High School campus, educating students, families, and community members about sustainable agricultural practices, nourishment, and community building. The Magnolia Agriscience Community Center (MACC) is an urban agricultural hub located on the Magnolia High School campus. It serves as a learning space where students, families, and community members engage with sustainable agricultural practices and farm-to-table nourishment. Through community-building initiatives, the MACC fosters education on environmental sustainability and healthy living. AUHSD students, particularly those in 7th and 11th grades, have the opportunity to explore NGSS Human Impact standards and California Environmental Principles and Concepts during hands-on learning lab field trips to the MACC. These field trip lessons are taught by UC Irvine student interns who are trained through a partnership with the UC Irvine Science Project. Since the field trips launched in the spring of 2022, over 3,100 students have participated. Many of these students have gone on to complete PTA's and capstone projects focused on environmental justice and regenerative farming, receiving guidance from MACC staff. The MACC also provides valuable educational opportunities for the wider community. In partnership with the community schools coordinator and FACES, the farm offers community events that incorporate nutrition, sustainable living, and gardening. Additionally, the MACC has hosted nine successful Farm-to-Table events, attended by over 1,040 community members, with plans for four more community dinners in the 2025-2026 year. In addition, Magnolia High School earned the 2024 California Green Ribbon School Award (Silver) in recognition of the transformative work happening at the MACC. AUHSD's district-wide Green Ribbon School Award application earned silver in 2025. In collaboration with UC Irvine, over 20 science teachers developed Performance Task Assessments centered on Environmental Justice, using the MACC farm as a key learning asset. This shift in teacher PTA's supported the Green Ribbon School applications. In the last three years, more than 115 students have gained valuable workforce experience through the MACC's summer internship program, in partnership with the City of Anaheim. Looking ahead to the summer of 2025, the MACC farm plans to offer 60 additional internships, focusing on Blue Zones health habits, culinary skills, entrepreneurship, and business modeling which will empower the next generation of leaders.

Linguistic and Cultural Responsiveness
English Learner Progress
In addition to AUHSD's achievements in civic engagement and fostering democratic participation, the District continues to prioritize the academic growth and language development of English learners (plurilingual students). According to the 2023-2024 California Dashboard, 37.5% of English learners district-wide are making progress toward English language proficiency, slightly below the statewide average of 45.7%. Several school sites have been identified with a Red indicator in English learner progress, highlighting significant needs for targeted interventions. These schools include Anaheim High School, Polaris High School (IS), Gilbert High School (Continuation), Katella High School, Loara High School, and Western High School, along with the junior high schools Orangeview, South, and Sycamore. In response, AUHSD continues to offer extensive professional learning opportunities for staff through the B.E.L.I.E.F. modules. AUHSD provided multiple all-day professional development, called the BELIEF Modules 2.0, for English Language Arts (ELA) teachers focusing on structures and supports for D-ELD and I-ELD classroom spaces. These training highlighted the ELD Standards and its practical uses in academic classroom spaces to support English acquisition. Additionally, the District provides targeted extended learning opportunities specifically designed for English learners, such as the Saturday Language Academy, Summer Language Academy, and ongoing EL Success Monitoring. AUHSD utilizes the Ellevation platform to systematically track English learner progress, facilitating tailored interventions at individual school sites. English learners are intentionally placed in Native Speaker courses and pathways leading toward the Seal of Biliteracy. Furthermore, AUHSD has integrated culturally responsive instructional environments into Ethnic Studies courses by embedding Native Speaker classes. Teachers

are intentionally designing Performance Task Assessments that include embedded academic supports to address the diverse needs of English learner students effectively.

Dual Language Immersion (DLI)
To further enhance language acquisition, literacy, and cultural understanding, AUHSD has strategically expanded its Dual Language Immersion (DLI) offerings. AUHSD offers Dual Language Immersion (DLI) at three feeder patterns: Global Leadership and Language Academy (GLLA) at Brookhurst JHS/Savanna HS; Spanish Dual Language Academy (DLA) at Sycamore JHS/Anaheim HS; Vietnamese Dual Language Immersion Academy (VDLIA) 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. Educators from OCDE, CDE, CABE, Oregon University, and Sacramento State University visited our DLI programs and observed DLI classes at Sycamore Junior High School, Anaheim High School, and Savanna High School during the 2024-2025 school year. AUHSD's efforts in supporting plurilingual students and fostering biliteracy have received substantial recognition and interest from educators statewide. For the 2025 OCDE EPICC Long Term English Learner (LTEL)/Experienced Multilingual Focused Instructional Rounds Site Visits, 30 educators were welcomed at Savanna High School. AUHSD teachers and educators also presented in over 10 sessions at the 2025 CABE Conference, demonstrating exemplary instructional practices consistent with the strategic priorities set forth in the LCAP.

Ethnic Studies
Building upon AUHSD's commitment to linguistic and cultural responsiveness, the AUHSD Board of Trustees passed an Ethnic Studies Resolution on May 6, 2021. To support the implementation of this resolution, the District hired an Ethnic Studies Curriculum Specialist, who has led professional learning sessions focused on creating and expanding Ethnic Studies courses. Professional learning opportunities for Ethnic Studies have continued throughout the current school year, with further sessions planned for the 2024-2025 academic year. As of February 13, 2025, the Ethnic Studies district overview demonstrates significant progress: of all eligible students, 2,995 have successfully met the Ethnic Studies graduation requirement, with an additional 296 students currently enrolled and progressing toward meeting this critical requirement.

This dedicated focus on culturally responsive and inclusive educational experiences contributes positively to the District's consistently strong graduation outcomes. AUHSD's graduation rates for the Class of 2023-2024 were notably high at 93.2%, demonstrating an upward trajectory, particularly for socioeconomically disadvantaged students, whose graduation rate matched the overall district rate and exceeded state averages. Nevertheless, disparities among student subgroups highlight ongoing needs for targeted support. Specifically, graduation rates were lower for English learners (plurilingual students) at 84.7%, Long-Term English Learners (LTEL) at 86.3%, and students with disabilities at 80.7%. However, foster youth graduation rates improved significantly, reaching 93.3%.

Reflections on Graduation and A-G Completion: Targeted Support and CSI Impact at Gilbert High School
Gilbert High School (Continuation) demonstrated substantial growth, with graduation rates increasing from 64.1% to an impressive 80% overall. Notably, subgroup graduation rates at Gilbert High School also improved significantly: 78.3% for English learners, 77.9% for LTEL students, 81% for students experiencing homelessness, 80.2% for socioeconomically disadvantaged students, 84.2% for students with disabilities, and 80.1% for Hispanic/Latino students. To sustain and accelerate this positive trajectory, Gilbert High School developed a Comprehensive Support and Improvement (CSI) plan designed specifically to address student groups performing at the Red indicator level. These groups include English learners, students experiencing homelessness, socioeconomically disadvantaged students, students with disabilities, and Hispanic/Latino students. Gilbert High School's CSI plan emphasizes providing robust social-emotional supports, creating

and refining policies and systems to re-engage students in learning, offering credit recovery opportunities, and developing comprehensive academic and language supports. These strategies directly target key performance areas such as grades, on-target rates, graduation rates, classroom and state standardized assessments, College and Career readiness, and A-G course completion rates. While AUHSD's overall A-G completion rate of 54.4% exceeded state averages, the district recognizes significant gaps among specific student subgroups, signaling critical areas for continued improvement. These areas include supporting socioeconomically disadvantaged students (50.5% A-G completion), English learners (25.4%), students with disabilities (17.5%), and foster youth (16.7%). The District remains committed to enhancing equitable access, targeted interventions, and systemic supports to ensure improved educational outcomes for all student groups.

Reflections on College and Career Preparedness: Postsecondary Outcomes and The Anaheim Union Educational Pledge
To further ensure AUHSD graduates successfully achieve their postsecondary goals, the District established the Anaheim Union Educational Pledge (The Pledge) in 2017. This intersegmental partnership includes Fullerton College, Cypress College, California State University, Fullerton (CSUF), University of California, Irvine (UCI), and the City of Anaheim. The Pledge provides a comprehensive framework of actions spanning these institutions, aiming to increase college access, retention, and success among AUHSD graduates. Data reflecting the effectiveness of The Pledge demonstrates substantial academic success for AUHSD students at the postsecondary level. In 2018, during the inaugural year of The Pledge, the average first-year GPA for undergraduate students across more than 900 campuses was 3.15; notably, AUHSD students attending UC Irvine earned an average GPA of 3.45. In the most recent data available from 2021, the overall average GPA for first-year undergraduate students was 3.25, while AUHSD graduates attending UC Irvine achieved an average GPA of 3.46, reinforcing the District's continued academic excellence. Additional indicators of success include steady improvements in graduation rates and A-G completion across the District. Moreover, retention rates for AUHSD students demonstrate the program's positive impact: for the class of 2022, first-year retention rates at UC Irvine were exceptionally high at 98% for AUHSD students, compared to 91.4% for students overall. Admission rates to UCI for AUHSD students in 2023 were 30%, exceeding the general admission rate of 26%. Similarly, overall college admission rates for AUHSD students reached 91% in 2023, compared to 86.7% for students overall. Transfer rates from Fullerton College and Cypress College also highlight significant successes attributable to The Pledge. For the 2023 cohort, AUHSD students transferring from these institutions achieved a 57% transfer rate to UCI, compared to a 44% overall transfer rate. Transfers to CSUF were even more remarkable, with AUHSD students reaching an 82% transfer rate compared to the overall transfer rate of 36%. These outcomes affirm AUHSD's ongoing dedication to ensuring equitable postsecondary success for all graduates through robust partnerships and targeted academic supports. (Goal/Action: 3.3)

Based on the California Dashboard, the percentage of AUHSD high school graduates classified as "prepared" on the College and Career Indicator is 49.3%, surpassing the statewide average of 45.3%. Although the District is proud of this progress, significant areas for growth remain, especially for English learners (plurilingual students), Hispanic/Latino students, White students, students experiencing homelessness, socioeconomically disadvantaged students, and students with disabilities. Particular attention is needed at Gilbert High School (Continuation), Katella High School, Loara High School, Polaris Independent Study, and Savanna High School. For the 2025-2026 academic year, AUHSD will focus on further strengthening the connections among students' interests, strengths, their individualized six-year plans, course selections, and the master scheduling process. According to the 2025 LCAP survey, 71% of students indicated that they had reviewed their six-year academic plans—a 10% increase from the previous year—and similarly, 70% of parents and families reported reviewing their students' six-year plans. Building upon this strategic planning will improve students' abilities to complete A-G coursework, Career Technical Education (CTE) pathways, earn the Seal of Biliteracy, or participate in Dual Enrollment opportunities, ultimately enhancing overall graduation rates and college and career readiness. Next steps also include implementing a district-wide six-year academic plan using Aeries and eKadence, integrating the student strengths assessment provided by Thrively, and leveraging master scheduling to ensure

equitable access for student groups in CTE, World Languages, Visual and Performing Arts (VAPA), and Dual Enrollment programs. (Goal/Action: 1.9)

Schools identified with student groups in the Red category for college and career readiness include:
Gilbert High School: HOM, SWD
Katella High School: EL, SWD
Loara High School: SWD
Polaris Independent Study: HOM, HI

School Climate and Student Belonging
Understanding that students' academic success is closely linked to their perceptions and experiences at school, AUHSD consistently utilizes robust data collection processes to capture students' voices regarding school climate and well-being. Every two years, the District administers the California Healthy Kids Survey, supplemented annually by the LCAP Survey, which had approximately 12,749 student respondents in the 2024-2025 academic year.

The 2024-2025 LCAP Survey reveals positive trends regarding school climate:
90% of students feel accepted at their school for who they are.
82% believe they receive adequate support to succeed in all or most of their classes.
88% report they are cared for and treated with kindness in all or most of their classes.
66% find that classroom learning is relevant to their personal identity.
83% express confidence in their ability to complete difficult academic tasks through perseverance.

Mental Health Awareness and Access to Support Services
To further enhance student well-being, AUHSD maintains a strong commitment to mental health and wellness. The District continuously works to improve school climate by implementing resources such as Capturing Kids' Hearts and engaging restorative justice specialists who support schools in fostering skill development, promoting self-managed classrooms, decreasing disciplinary issues, building positive communities, and facilitating conflict resolution. Each school site is staffed with Licensed Clinical Social Workers (LCSWs), who provide direct student services as well as professional development for staff, students, and families regarding mental health and wellness. The 2024-2025 LCAP survey indicates that 85% of students are aware of how to access mental health support services at their schools, and 89% of parents and guardians report that their students know how to request mental health assistance if needed. (Goal/Action: 3.2)

Student Voice, Engagement, and 5 Cs Integration
Additionally, AUHSD emphasizes the development of student voice and purpose as integral components of their educational experience. Classroom instruction consistently integrates the District's 5Cs (Communication, Collaboration, Creativity, Critical Thinking, and Character & Compassion) alongside the Career Preparedness Systems Framework to improve academic outcomes, enhance student engagement, and promote positive behaviors. AUHSD schools employ Positive Behavioral Intervention and Supports (PBIS), prioritize Multi-Tiered Systems of Support (MTSS), and maintain fully implemented school safety teams. Each high school has designated student ambassadors who lead the Raising Student Voices and Participation (RSVP) Program, empowering students to partner with school administration to effect positive change at their school sites. Through RSVP, students develop leadership, self-advocacy, and civic engagement skills and participate actively

in service opportunities. According to the 2024-2025 LCAP survey, students affirmed that their teachers consistently incorporate lessons and activities aligned with the 5Cs, reflected in high agreement rates across categories:

Character & Compassion: 92%
Collaboration: 95%
Communication: 94%
Creativity: 93%
Critical Thinking: 95%

Safe and Inclusive Campuses: School Safety and Wellness Initiatives
Finally, AUHSD places paramount importance on ensuring students, parents, and community members feel safe at school and within the broader community. To strengthen safety measures, the District has added six School Resource Officers (SROs), increased the number of Campus Safety Aides (CSAs) district-wide, expanded the installation of surveillance cameras, two schools will pilot vape sensors in bathrooms, and implemented an anonymous Safety and Wellness web-based reporting platform. Additionally, sustained and collaborative partnerships with city officials have significantly enhanced communication and cooperation between school site safety teams and the broader community, reinforcing AUHSD's commitment to providing a secure, welcoming, and supportive environment for all stakeholders. (Goal/Action: 3.2)

Reflections on Chronic Absenteeism: Targeted Interventions and Site-Based Systems
Understanding that a safe and supportive school environment significantly impacts student attendance, AUHSD has conducted a close analysis of Chronic Absenteeism data from the 2023-2024 California Dashboard. This analysis reveals that 23.2% of all students district-wide were chronically absent, with notably higher rates among specific student groups, including 50% of foster youth, 41.2% of students experiencing homelessness, 33.9% of students with disabilities, 31.2% of English learners (plurilingual students), 27.3% of Hispanic/Latino students, 27.2% of African American students, 26.3% of Pacific Islander students, 26.2% of socioeconomically disadvantaged students, 22.9% of American Indian students, and 22.2% of White students. The following school sites had one or more subgroups in the Red for Chronic absenteeism: Ball JHS, Brookhurst JHS, Dale JHS, Orangeview JHS, and South 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. (Goal/Action: 3.1)

Districtwide Chronic Absenteeism student groups in red: FY, WH
Schools - Chronic Absenteeism by student groups in red:
Brookhurst Junior High School: All, EL, ELTEL, HOM, SED, SWD, HI, WH
Orangeview Junior High School: All, SED, HI
Dale Junior High School: EL, LTEL, HOM
Walker Junior High School: EL, LTEL

Ball Junior High School: EL, LTEL
Lexington Junior High School: LTEL, SWD
South Junior High School: SWD

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. (Goal/Action: 3.1)

Suspension Rate and Restorative Practices Expansion
In addition to closely monitoring chronic absenteeism, AUHSD carefully examines suspension rates as a critical indicator of student engagement, school climate, and overall student well-being. According to the 2023-2024 California Dashboard data, the District-wide suspension rate is 4.1% (students suspended at least one day), which exceeds the state average of 3.2%. A deeper analysis by student subgroup indicates higher suspension rates among certain student populations, specifically socioeconomically disadvantaged students (4.4%), English learners (6.5%), students with disabilities (5.5%), and foster youth (13.7%). Additional targeted attention will be provided to schools with higher suspension rates, particularly those with student groups identified in the Red indicator category. These schools include Anaheim High School (Homeless), Ball Junior High School (Homeless), Dale Junior High School (Students with Disabilities), John F. Kennedy High School (Homeless), Orangeview Junior High School (English Learners, White students), Savanna High School (English Learners, Students with Disabilities), Sycamore Junior High School (Homeless), and Walker Junior High School (African American/Black students). (Goal/Actions: 3.1, 3.2)

Alternatives to Suspension: The Pathways to Success Program
Recognizing the importance of a supportive rather than punitive approach, AUHSD continues to develop and implement Alternatives to Suspension programs rooted in Restorative Practices. These practices include conflict resolution, peer mediation, and restorative circles, which focus on repairing harm and restoring relationships instead of solely assigning punitive consequences. The strength of AUHSD's Alternatives to Suspension initiative lies in its comprehensive approach to understanding and addressing the root causes of student behavior, fostering accountability, and equipping students with the necessary tools and supports to make meaningful behavioral changes. By emphasizing restorative and supportive measures, AUHSD seeks to reduce repeat incidents, improve student well-being, and cultivate a more positive and inclusive school climate. In the 2023-2024 academic year alone, approximately 1,000 students successfully completed AUHSD's Pathways to Success Program (Alternative to Suspension). Through these intentional, restorative approaches and sustained attention to student engagement and well-being, AUHSD remains firmly committed to building supportive school environments that empower every student to thrive academically, socially, and emotionally (Goal/Action 3.1).

Summary of Reflections: Annual Performance

A review of the 2023 California School Dashboard and local data confirms both areas of continued progress and opportunities for focused improvement across AUHSD. While the District has maintained strong performance in graduation rates and college/career readiness overall, significant growth opportunities remain in English Language Arts, mathematics, chronic absenteeism, and suspension—particularly among English learners (plurilingual), foster youth, students experiencing homelessness, socioeconomically disadvantaged students, and students with disabilities. The District has responded with targeted supports aligned to its Career Preparedness Systems Framework (CPSF), including site-based instructional improvement, restorative practices, expanded wellness services, and career-connected learning through AIME. AUHSD's refined MTSS structures, Community Schools approach, and strengthened stakeholder engagement have been key drivers of improvement, and the District remains committed to advancing equity, belonging, and whole-child success for all students.

Reflections: Technical Assistance

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

As part of AUHSD's Differentiated Assistance (DA) work during the 2024-2025 school year, the District implemented specific LCAP-aligned actions designed to address persistent low performance among identified student groups in ELA, Mathematics, Chronic Absenteeism, and Suspension Rates. These targeted actions included Goal 1: Instructional Equity (Actions 1.1 Professional Learning, 1.2 Effective Instruction, 1.6 English Learners Access and Instruction, and 1.7 Instructional Options) and Goal 3: School Climate & Belonging (Actions 3.1 Improve Attendance and 3.2 Mental Health & SEL). The District's differentiated assistance response shifted from isolated interventions to systemic, equity-driven practices, embedding trauma-informed, whole-child approaches into daily instructional practices, attendance interventions, and professional learning cycles. Site teams used empathy interviews, deep listening protocols, and qualitative data collection, such as Street Data, to inform their planning and real-time adjustments. These efforts promoted systemic coherence, student-centered decision-making, and continuous improvement aligned directly with the districtwide implementation of Actions 1.1, 1.2, 1.6, 1.7, 3.1, and 3.2

AUHSD continues to be eligible for Differentiated Technical Assistance due to persistent low academic indicators in English Language Arts (ELA) and Mathematics, specifically for several student subgroups. Based on the 2023-2024 California Dashboard, the identified subgroups with performance indicators in Red for ELA include English learners (plurilingual students), Long-Term English Learners (LTELs), foster youth, students experiencing homelessness, socioeconomically disadvantaged students, students with disabilities, and Hispanic/Latino students. For Mathematics, student groups identified in Red include English learners, LTELs, students experiencing homelessness, students with disabilities, and Hispanic/Latino students. Additionally, the District continues to address chronic absenteeism for all students and the suspension rates for foster youth.

To strategically address these identified needs for improvement, AUHSD developed and refined targeted goals and actions within the LCAP, including:

Goal 1: Actions 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, and 1.10

Goal 3: Actions 3.1, 3.2, 3.3, and 3.5

These actions specifically aim to improve academic achievement, reduce chronic absenteeism, and lower suspension rates, particularly among foster youth.

The District continues its productive partnership with the Orange County Department of Education (OCDE) to engage in Differentiated Technical Assistance. This collaboration focuses on conducting deep data analyses to identify root causes and develop targeted interventions for identified student groups. This year, AUHSD further strengthened these efforts by participating in a Community of Practice (CoP) around the Street Data approach, which emphasizes gathering qualitative data at the "street level" to authentically capture student, parent, and educator voices. Through the Street Data CoP, AUHSD school site teams participated in systematic data collection activities, including empathy interviews, student shadowing, classroom and school-wide observations, home visits, discipline and case management reviews, community voice circles, and empathy mapping protocols. The purpose of employing Street Data is to better understand and respond to the nuanced needs of students at the margins, moving beyond quantitative data to deeply explore students' sense of identity, belonging, mastery, and efficacy. Site leadership teams identified Equity-Centered Inquiry Questions that directly addressed uncomfortable truths and sought to shift mindsets around systemic inequities. Teams progressed through an Equity Transformation Cycle, using their Street Data to identify root causes, reimagine potential solutions collaboratively with students, and ultimately implement targeted, equity-focused interventions. The cycle culminated in a Public Learning Symposium held in March 2025, where teams shared their findings, learned collaboratively with peers, and publicly presented actionable plans developed through the co-design process with focal student groups.

As part of our commitment to continuous improvement, AUHSD has actively participated in the Orange County Department of Education's (OCDE) Continuous Improvement and Differentiated Assistance (DA) network during the 2024–2025 school year. District leaders and site administrators attended the Fall Check-In Meeting on September 20, 2024, the DA Data Analysis session on January 23, 2025, and the Root Cause Analysis session on February 18, 2025. Staff also participated in the LCAP and DA Action Planning workshops on March 6 and 13, 2025. In addition, team members engaged in a range of capacity-building opportunities including Inclusive Leadership & UDL on November 14, 2024, Supporting Inclusive Practices on January 21, 2025, UDL and Restorative Practices on February 5, 2025, Marzano Instructional Leadership on February 14, 2025, and Inclusive Literacy training on February 24 and 26, 2025. These sessions have supported our district's data-driven approach to identifying root causes and aligning LCAP actions to student outcomes, especially for our most vulnerable student groups.

Root Cause Analysis Summary
In alignment with AUHSD’s commitment to continuous improvement, the Educational Division convened to engage in a deep root cause analysis focused on student groups identified for differentiated assistance: Foster Youth (suspension and chronic absenteeism) and Hispanic/Latino students (CAASPP ELA, CAASPP Math, and chronic absenteeism). Through a structured collaborative protocol, participants identified systemic, instructional, and relational barriers that may be contributing to outcome disparities. The group utilized a guided "5 Whys" approach to move beyond surface-level assumptions and explore the interconnected factors that perpetuate these challenges. Central themes highlighted meaningful opportunities to further strengthen relationships, provide more personalized and targeted supports, deepen alignment between instruction and students' lived experiences, and enhance systemic policies and practices to comprehensively meet the needs and assets of historically underserved student populations.

Across both student groups, the Root Cause Analysis highlighted key opportunities for continued growth and improvement. AUHSD identified several critical areas that, when strengthened, will significantly enhance student success and well-being:
-Expanding culturally responsive practices: AUHSD is committed to deepening educators' knowledge and application of culturally affirming instructional strategies, ensuring all students feel seen, valued, and respected in their learning environments.

-Strengthening early intervention systems: There is a focused effort underway to enhance proactive support systems, identifying and addressing student needs early, resulting in greater academic success and attendance.
-Fostering trust, connectedness, and belonging: AUHSD continues to build strong relationships with students, families, and communities through intentional outreach, communication, and authentic partnership strategies, creating inclusive environments where every student thrives.
-Enhancing scaffolding for academic rigor and language development: The district is dedicated to providing educators with additional resources, targeted professional development, and instructional frameworks that elevate academic rigor while effectively supporting language acquisition and skill development.
-Cultivating equitable adult mindsets and practices: AUHSD remains deeply engaged in ongoing professional learning aimed at fostering reflective, asset-based mindsets and equitable educational practices among staff, empowering educators to positively impact all student groups.

This proactive and reflective approach ensures AUHSD continually builds upon existing strengths to create supportive, equitable, and high-achieving learning communities district-wide. The insights gained from the Root Cause Analysis will directly inform adjustments to existing actions under Goals 1 and 3 of the LCAP, particularly enhancing instructional practices, refining attendance strategies, expanding restorative practices, and strengthening targeted professional development to ensure equitable and sustainable improvements in student outcomes.

In direct response to the needs identified through the Root Cause Analysis and to deepen the District's commitment to trauma-informed and culturally responsive instructional practices, AUHSD will launch two districtwide professional learning initiatives in 2025–26. The District has partnered with Bowman's Trauma-Informed Training group (Bowman Consulting Proactive Behavior & Trauma-Informed Solutions) to implement a "trainer of trainers" model, beginning with two foundational sessions in July 2025. Day One will focus on teacher leads and social workers, and Day Two will include all social workers, with future sessions planned for additional support staff. This training, titled "Truly Trauma-Informed: Designing Actionable Systems & Practices," will build internal capacity to embed trauma-responsive practices across all campuses. In parallel, culturally responsive teaching professional development will be provided by curriculum specialists, 5Cs Coaches, and CSTLs, who will lead site-based training throughout the year to ensure every school site staff engages in inclusive, identity-affirming instructional practices. These efforts align with Actions 1.1 and 1.2 and directly support AUHSD's broader goals of equity, engagement, and whole-child development.

AUHSD also continues providing targeted support to Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI) sites through professional learning and coaching in action research design. Each ATSI and CSI school engages in approximately ten hours of in-person professional learning workshops, complemented by regular virtual check-ins, where teams analyze data, identify root causes, and develop explicit action plans. These site-developed plans articulate the District's Theory of Change, align clearly with school-level visions, specify concrete objectives and responsibilities, and clearly identify resources required for implementation. This structured planning process directly informs the School Plan for Student Achievement (SPSA), strengthening coherence and alignment with the AUHSD LCAP.

Further strategies to address chronic absenteeism include the district-wide implementation of attendance committees at all school sites, which meet regularly to review data, identify attendance barriers, conduct proactive outreach to families, and provide targeted interventions such as counseling, tutoring, home visits, and flexible scheduling options. To specifically address suspension rates among foster youth, the District deepened its focus on restorative justice practices and trauma-informed care. This includes training staff extensively in restorative

practices, conflict resolution strategies, and effective behavioral management techniques, supported by social workers and mental health professionals. The District remains committed to continuous improvement through ongoing monitoring, data collection, and analysis to measure the effectiveness of interventions, professional learning, and curriculum development. Academic performance data, attendance trends, and suspension records for targeted subgroups are regularly reviewed, informing responsive adjustments and refinements.

~Strategic district-wide goals and objectives further amplify AUHSD's commitment to continuous improvement and equitable student outcomes. These include:
~Deepening the Anaheim Collaborative to increase coherence among community partners, reducing fragmentation and enhancing collective impact.
~Expanding the Capstone program to ensure every AUHSD student develops technical and 21st-century skills through authentic Performance Task Assessments.
~Utilizing robust metrics to measure student competencies aligned with the 5Cs (Collaboration, Creativity, Critical Thinking, Communication, and Compassion), and ensuring instructional alignment to prepare students effectively for a global society and economy.
~Increasing student internships by 50% by 2027, providing meaningful, career-connected experiences.
~Building a System of Leading Teachers, fostering professional learning communities for educators to share expertise, collaboratively innovate, and document evidence-based impact.
~Continued development of AI-informed tools in partnership with the broader educational community, supporting transformative teaching and learning practices district-wide.

AUHSD's active participation in Differentiated Technical Assistance, strengthened by the authentic engagement of Street Data methodologies and ongoing collaboration with OCDE, underscores the District's unwavering dedication to equity-driven, student-centered educational improvement. Through deliberate attention to qualitative and quantitative data, targeted professional development, systemic alignment, and meaningful community partnerships, AUHSD is deeply committed to achieving sustainable improvements and equitable outcomes for all students.

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.

In 2024-2025, the following schools within AUHSD were 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)

In 2025-2026, South Junior High School continues to be in CSI status.

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 2025-26 school 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.

AUHSD is committed to effectively monitoring and evaluating the implementation of its LCAP, particularly in regard to supporting student and school improvement. Central to this process are the school site action plans, which serve as comprehensive strategic guides incorporating evidence-based interventions explicitly designed to enhance student outcomes and address existing resource inequities. The District will closely monitor and provide consistent, ongoing support throughout the implementation phase, ensuring school sites effectively execute their respective plans. To ensure the success of Comprehensive Support and Improvement (CSI) plans and achieve equitable distribution of resources, the District will regularly collect and analyze data on the effectiveness of implemented interventions. This ongoing data collection and evaluation process will help the District determine whether resource inequities are decreasing, and adjustments will be promptly made as necessary to maintain continuous improvement.

Additionally, AUHSD will provide robust professional learning and coaching opportunities designed to build the capacity of school leaders and staff. Professional development efforts will focus explicitly on equity-centered practices, detailed data analysis methods, resource allocation strategies, and effective implementation of evidence-based interventions. The District will support school site teams in developing greater proficiency in recognizing and addressing resource inequities through targeted, data-informed decision-making and continuous improvement efforts. By providing clear guidance, practical tools, and ongoing support, the District aims to empower schools to create more equitable learning environments for all students. District administrators will proactively monitor the implementation of each school site's action plans.

In the first quarter of the 2025-2026 school year, district-level coaching administrators will meet individually with site teams to comprehensively review their School Plan for Student Achievement (SPSA) and evaluate progress toward their identified goals. These initial review meetings offer opportunities for immediate adjustments to planned activities based on the most current and relevant data available. Additionally, school sites will regularly report progress on their SPSA, as well as specialized action plans targeting English learners (plurilingual students), students with disabilities, and foster youth, to the District twice per year, at the end of each semester. Each site principal will be assigned a dedicated district-level administrator to provide ongoing coaching, additional oversight, and strategic support throughout the school year, ensuring consistent implementation fidelity.

Working collaboratively with the District's Education Division, school site teams will conduct regular, detailed reviews of key data indicators such as student grade distributions, credit completion rates, attendance trends, academic progress measures, student engagement, and participation in intervention opportunities. These critical data points will be analyzed within school leadership team meetings and site-level task force meetings, facilitating informed, collaborative decision-making and effective adjustments to implementation strategies.

AUHSD will ensure CSI funds are strategically allocated toward activities proven effective in driving continuous improvement, including:

Building Capacity: Providing targeted professional learning and coaching to enhance staff skills and leadership capabilities.
1. Collaboration with Educational Partners: Strengthening meaningful partnerships to improve coherence and collective impact.
2. Conducting Needs Assessments and Root Cause Analysis: Engaging in rigorous analysis of quantitative and qualitative data (including Street Data methods) to inform targeted supports.
3. Selecting and Implementing Evidence-Based Interventions: Utilizing research-based strategies aligned to identified needs of student groups.

4. Using Data and Outcomes to Monitor and Evaluate Improvement Efforts: Regularly assessing progress to refine and enhance practices continuously.
5. Reviewing, Identifying, and Addressing Resource Inequities: Systematically examining and addressing disparities to ensure equitable student outcomes.

Through these intentional monitoring, evaluation, and continuous improvement practices, AUHSD is fully committed to creating conditions that foster equitable outcomes, responsive support systems, and meaningful academic progress for every student across the district.

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 primary aim of the LCAP survey was to collect comprehensive feedback on the LCAP, its goals, and the school environment. These included school culture, climate, communication, student successess and challenges, instruction, and the level of parent involvement in decision-making processes. The LCAP stakeholder input process began with surveys completed by students, parents and families, staff, and community members beginning in the month of January 2025. Throughout the survey window, the district diligently monitored the participation rates of students, parents, and staff to ensure a wide range of responses. The District received a total of 15,282 responses. Responses received from across the Districts included 12,749 students, 1,432 parents and families, 1,084 staff, and 17 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 January to April 2025. Through the annual LCAP survey, district leaders have heard the voices of tens of thousands of parents, students and staff. Consistency in responses validate AUHSD's ongoing strategic priorities.
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

Educational Partner(s)	Process for Engagement
	following groups: directors, coordinators, principals, assistant principals, counselors, curriculum specialists, teachers, classified staff, students, parents/guardians, community members, and representatives from local bargaining units. The LCAP Steering Committee meeting dates were as follows: January 23, February 11, March 4, March 19, April 15, and May 1.
LCAP Orientation Workshops	One LCAP Parent Orientation Workshop was held for all AUHSD parents and families on January 21, 2025 in partnership with OCCCO (Orange County Congregation Community Organization). One LCAP Student Orientation Workshop was held for all AUHSD students on January 23, 2025 in partnership with AUHSD Student Ambassadors.
LCAP Educational Partner Engagement (inclusive of students, parents and families, community partners, teachers, principals, administrator, and other school personnel)	The district announced the LCAP educational partner engagement process meeting dates through various channels of communication including social media, emails, and the district website. The educational partner engagement process consisted of five meetings (in addition to the two orientation workshops) held from January through April 2025 (January 21, January 23, February 6, February 20, March 20, April 3, and April 24.). Three meetings were conducted in smaller, targeted focus groups, while two were larger, at-large gatherings. All meetings included diverse representation from students, parents and families, staff, and community partners. The District provided transportation/busing and childcare to increase student, parent, and family participation. Participation Numbers are as follows: Total Participants=275 Parents=78 Students=83 Staff (Classified and Certificated)=105 Community Members=9 Four distinct focus groups, aligned with the eight State Priorities, guided the engagement work. Each group reviewed and analyzed LCAP metrics, conducted a needs-gap analysis on the Goals, Actions, State Priorities, and associated metrics, and developed draft recommendations aligned with their assigned State Priority. This year, the focus groups also reviewed the LCAP Planning Tool—which

Educational Partner(s)	Process for Engagement
	outlines Goals, Actions/Services, State Priorities, metrics, and expenditures—and provided feedback to affirm or refine the district's actions and services. Additionally, the Orange County Congregation Community Organization (OCCCO) held five educational partner engagement debrief meetings specifically for parents and caregivers on February 11, February 25, April 1, April 9, and April 29. These sessions created a safe and inclusive space to address lingering questions, clarify details about the LCAP, and facilitate meaningful conversations about the LCAP process and its impact. OCCCO's involvement ensures transparency, inclusion, and collaboration, amplifying voices and insights that may not have been shared in formal meetings, to support equitable educational outcomes.
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 23, February 11, March 4, March 19, and April 15, 2025.
District English Learner Advisory Committee (DELAC)	The District presentations and input workshops were provided to the DELAC. LCAP orientation and information workshops took place January 21, 2025 followed by LCAP input meetings on December 3, 2024 and March 4, 2025.
Superintendent's Parent Advisory Committee (SPAC)	District administrators also met separately with the Superintendent's Parent Advisory Committee (SPAC) throughout the year regarding the LCAP (September 19, December 2, Febuary 6, May 6).
Equity Multiplier Educational Partner Input	The District held consultation meetings from members of each school site receiving Equity Multiplier funds on the following dates: December 10, January 8, March 5, and April 24, 2025. Additionally, Gilbert High School (Continuation), Polaris Independent Studies (IS), and Cambridge Virtual Academy (CVA) 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

Educational Partner(s)	Process for Engagement
	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 6, March 20, and April 3, 2025.

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

The development of the 2025–2026 Local Control and Accountability Plan (LCAP) was rooted in a robust and inclusive consultation process with education partners across the Anaheim Union High School District. Feedback, ideas, and recommended priorities were gathered through multiple engagement pathways, including an online LCAP survey, interactive Padlet boards, small and large-group focus meetings, and targeted consultations with advisory groups such as the District English Learner Advisory Committee (DELAC). Educational partners engaged in the process included directors, coordinators, principals, assistant principals, counselors, curriculum specialists, teachers, classified staff, students, parents/guardians, community members, and representatives from local bargaining units.

Throughout the year, the district hosted a series of LCAP Educational Partner Engagement Meetings. These sessions were designed to create opportunities for reflection, consensus-building, and collaboration across stakeholder groups. Participants reviewed relevant district and site-level data, including survey and Padlet responses, and worked in small groups to identify and prioritize actions and services aligned to student needs and the district's three LCAP goals. A key feature of this year's process was the use of digital posters, which allowed focus groups to document their top recommendations in real time. These posters were then shared in a whole-group setting to increase transparency and ensure that all voices were heard.

This year's engagement reached a wide cross-section of the district community. A total of 165 parents and families, 249 students, 247 staff members, and 11 community members participated in LCAP focus groups and whole-group sessions. Additional feedback was received through online surveys and Padlets, which remained open throughout the consultation period to capture a broad and evolving range of input.

Survey results reflected strong affirmation of district efforts and also highlighted key opportunities for growth. For example:

92% of both students and parents/families agreed that teachers include the 5Cs in classroom instruction, reinforcing the district's commitment to deeper learning.

85% of students reported that they know where to access mental health support at their school, and 83% expressed confidence in their ability to complete difficult academic tasks.

90% of students shared that they feel accepted at school for who they are, and 84% reported feeling this across all of their classes, suggesting strong foundations for belonging and inclusion.

74% of students participated in extracurricular programs, such as clubs, athletics, arts, and academic competitions. 93% of parents/families noted that these programs had a positive impact on their students.

In terms of communication, 93% of parents/families felt the school makes efforts to keep them informed. Parents cited multiple communication methods from teachers, including email (81%), Aeries (45%), text messages (32%), phone calls (23%), and in-person interactions (13%).

84% of parents/families agreed that parent events, such as Coffee with the Principal, Parent Learning Walks, and informational workshops, were relevant and meaningful.

Input from the March 4, 2025 DELAC consultation was critical in shaping the final plan. DELAC representatives from Gilbert, Polaris, Oxford, Cambridge Virtual Academy, Ball Junior High, Loara High School, Magnolia, and Dale provided site-specific and districtwide recommendations, identifying high-priority actions such as:

-Strengthening English learner (EL) success monitoring and raising reclassification rates.
-Increasing support for newcomer students, including transitional supports and dedicated EL task forces.
-Offering more EL math and language support, especially in non-Title I schools, to ensure equity in access.
-Hosting EL parent conferences and enhancing opportunities for parent engagement in EL programs.
-Supporting students through pedagogical best practices, expanded AVID and enrichment programs, and increased academic interventions for EL students.

These DELAC recommendations were consistent with broader educational partner feedback. Themes that emerged across all engagement efforts included:

-Mental Health and Social Emotional Learning (SEL): Stakeholders consistently emphasized the importance of hiring more mental health professionals (e.g., social workers, counselors) and providing ongoing SEL professional learning for school staff. There was also strong support for expanding programs that help students build resilience, connection, and confidence.
-Academic and Career Support: Parents and students alike requested increased support in meeting A-G requirements, access to dual enrollment and CTE courses, and personalized academic advising. There was a desire to see enhanced academic rigor, expanded tutoring (especially in math), and clearer pathways to college and career.
-Technology Access and Integration: Several focus groups and survey respondents recommended continued investment in educational technology. This included ensuring universal student access to devices and connectivity, while also prioritizing professional learning for teachers on how to effectively integrate digital tools to support learning.
-Equity, Inclusion, and Belonging: Education partners advocated for culturally relevant professional development, increased training on supporting diverse learners, and building inclusive school environments—particularly for English learners, foster youth, low-income students, and students with disabilities. Feedback supported continuing work on initiatives such as the B.E.L.I.E.F. modules, Project LEARN, and EL Shadowing to close opportunity gaps and promote equitable student success.

-Parent Engagement and Leadership: Stakeholders recommended revamping the Parent Leadership Academy to include training, committee participation, and opportunities to present at school events. There were also calls for greater language access, more interpreters, and stronger home-school communication.
-Facilities and Learning Environments: Multiple focus groups emphasized the need for facility repairs, clean and safe environments, and campus modernization efforts to support student well-being and school pride.

As a result of this comprehensive input, all three LCAP goals were retained, with revised actions developed to reflect the top priorities identified. These include:
Action 1.10: Continued efforts to reduce class size, retain teachers, and offer meaningful professional learning that increases student engagement and supports the needs of low-income students, foster youth, and English learners (plurilingual).
Action 3.4: Implementation of a comprehensive facilities plan, including necessary repairs and upgrades, to promote a safe, healthy, and equitable learning environment for all students.
Action 3.6: Sustained investment, as funding permits, in hiring school counselors, social workers, FACES liaisons, and community school coordinators to support the holistic needs of students and families.
Additional support to expand Action 1.6 to align with DELAC recommendations, ensuring that English learner programs, newcomer supports, and parent engagement actions are implemented districtwide and equitably across sites.
Added action: Integrated EL & CTE Instruction: AUHSD will expand collaboration between English Learners (Plurilingual students), CTE teachers and Curriculum Specialists to integrate career-related competencies into English Language Development (ELD) courses, providing English learners (Plurilingual students) opportunities to develop language and workplace readiness skills concurrently.

School sites such as Gilbert HS, Polaris IS, and CVA also contributed through Equity Multiplier input meetings, resulting in site-specific goals and actions that reflect their student populations and unique needs. These site-developed priorities were incorporated into the district LCAP, demonstrating how localized feedback is directly shaping districtwide planning.

The District’s English Learner (Plurilingual) Department, Student Youth Services, and Family and Parent Engagement Office have each aligned their efforts with the feedback received. For instance:
-The EL Department is enhancing language acquisition programs, expanding professional development for all teachers, increasing BIA staffing, and organizing culturally responsive workshops for families.
-Student Youth Services is working to appoint special education parent representatives to the GASELPA Community Advisory Committee and provide coordinated care to students experiencing homelessness.
-The Family and Parent Engagement Office is building out a tiered menu of training modules, asynchronous workshops, and multilingual outreach strategies to strengthen school-home partnerships.

Through this layered, inclusive, and intentional engagement process, the adopted 2025–2026 LCAP reflects the values, priorities, and lived experiences of the AUHSD community. The resulting plan includes targeted, equity-driven actions that aim to improve academic outcomes, foster well-being, and create a supportive, inclusive environment where all students can thrive.

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.

Goal 1 was developed as a broad, foundational goal aligned with AUHSD's Whole Child approach, which seeks to ensure that all students—particularly those who are low-income, foster youth, and English learners (plurilingual)—graduate with the skills, knowledge, and mindset needed to thrive in college, career, and life. The district affirms that 21st-century competencies such as collaboration, creativity, critical thinking, communication, and compassion (the 5 Cs) are essential for postsecondary success, civic participation, and meaningful engagement in an evolving workforce. This goal prioritizes student voice, purpose, and motivation by embedding inclusive instructional practices, performance tasks, and real-world learning into all subject areas. Through Career and Technical Education (CTE) pathways, dual enrollment, mentorship, and internship opportunities, students build both technical and essential skills while exploring diverse career options. However, completion data signals a clear opportunity for continued improvement. Currently, 25.5% of students districtwide complete at least one CTE pathway and meet A–G requirements. This rate is lower among unduplicated students, including English learners (8.4%), long-term English learners (8.5%), socioeconomically disadvantaged students (23.4%), students with disabilities (7.2%), foster youth (5.9%), and students experiencing homelessness (12.5%). To address these gaps, AUHSD invests in a comprehensive professional learning plan that equips educators to deliver culturally responsive, research-based instruction centered on the 5 Cs and tailored to student needs. Instructional materials are reviewed and updated to ensure alignment with standards, student identity, and accessibility for all learners. Strategic investments in technology—such as internet access, devices, and digital learning tools—further support learning continuity, especially for low-income students and foster youth.

The Career Preparedness Systems Framework (CPSF) is central to Goal 1. This framework integrates academic, technical, and social-emotional competencies and guides implementation of site-based Capstone programs. Capstones are comprsied of performance task assessments that allow students to reflect on their purpose, demonstrate mastery, and engage with authentic audiences. Each site adapts its Capstone program to reflect its school community and student goals. Student voice and co-creation are embedded throughout AUHSD's instructional model. Through the Raising Student Voices and Participation (RSVP) program, student surveys, and Capstone presentations, students contribute meaningfully to classroom design, master scheduling, and advisory planning. AUHSD's Community Schools model

further supports the implementation of Goal 1 by aligning wellness services, family engagement, and academic supports at each site. Wraparound resources such as mental health counseling, college and career readiness tools, and family-centered outreach help ensure students are supported both in and out of the classroom. A diverse and engaging course of study—including CTE, Visual and Performing Arts (VAPA), Advanced Placement (AP), World Languages, and Dual Enrollment—is offered to meet students where they are and prepare them for multiple postsecondary pathways. Access is expanded through targeted supports for English learners (plurilingual students) and other historically underserved student groups, ensuring that all students can find purpose and direction in their learning. AUHSD monitors the effectiveness of Goal 1 through multiple indicators, including graduation rates, A–G completion, and College and Career Readiness. The number of students earning the Seal of Biliteracy and the Seal of Civic Engagement also serves as evidence of readiness and engagement. These metrics guide the district's continuous improvement efforts and reflect its unwavering commitment to preparing every student for success beyond high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rate	C/O 2023 (2022-2023 SY) District- 91.00% SED- 90.2% EL- 79.5% SWD- 76.1% FY- 77.8% 2022-23 School and subgroups in the Red for 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%	C/O 2024 (2023-2024 SY) District- 93.2% SED- 93.2% EL- 84.7% LTEL- 86.3% SWD- 80.7% FY- 93.3% No students are in the Red for Graduation Rate districtwide. Gilbert HS C/O 2024 All students- 80% EL- 78.3% LTEL- 77.9% SED- 80.2% SWD- 84.2% Homeless- 81%		District- 95% SED- 95% EL- 88% LTEL- 89% SWD- 83% FY- 95% School and subgroups in the Red for Graduation rate; Gilbert HS All students - 83% EL - 83% LTEL- 83% SED - 83% SWD - 83% Homeless - 83% Hispanic/Latino - 83%	District- 2.2% SED- 3% EL- 5.2% LTEL-NA SWD- 4.6% FY- 15.5% No students are in the Red for Graduation Rate districtwide. Gilbert HS All students- 15.9% EL- 16.7% LTEL- NA SED- 15.8% SWD- 17.5% Homeless- 22.1% Hispanic/Latino- 16.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic/Latino- 80.1%			
1.2	A-G Completion	C/O 2023 District- 54.3% SED- 50.2% EL- 21.6% SWD- 22.4% FY- 26.2%	C/O 2024 District- 54.4% SED- 50.5% EL- 25.4% SWD- 17.5% FY- 16.7%		District- 57% SED- 53% EL- 28% SWD- 20% FY- 19%	District- 3.7% SED- 0.3% EL- 3.8% SWD- (4.9%) FY- (9.5%)
1.3	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	No difference from baseline
1.4	Teachers are fully credentialed	2023-24 Less than .5% of teachers lack full credential including EL authorization	2024-25 Less than .5% of teachers lack full credential including EL authorization		Less than .5% of teachers lack full credential including EL authorization	No difference from baseline
1.5	Students have sufficient access to standards-aligned instructional materials	2023-24 100% of students have access to standards-aligned materials	2024-25 100% of students have access to standards-aligned materials		100% of students have access to standards-aligned materials	No difference from baseline
1.6	State adopted academic and performance standards are implemented	2023-24 100% of academic and content and performance standards are implemented	2024-25 100% of academic and content and performance standards are implemented		100% of academic and content and performance standards are implemented	No difference from baseline
1.7	CAASPP ELA results	2022-23 District- 42.64% Exceeded/Standard Met	2023-24		District- 45% Exceeded/Standard Met	District- no difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED- 35.25% EL- 4.25% LTEL- 2.88% SWD- 10.3% FY- 34.21% Homeless- 21.95% Hispanic/Latino- 32.07%	District- 42.64% Exceeded/Standard Met SED- 35.85% EL- 4.67% LTEL- 3% SWD- 9.76% FY- 23.08% Homeless- 23.06% Hispanic/Latino- 31.44%		SED- 38% EL- 8% LTEL- 6% SWD- 13% FY- 26% Homeless- 26% Hispanic/Latino- 34%	SED- 0.6% EL- 0.42% LTEL- 0.12% SWD- (0.54%) FY- (11.13%) Homeless- (1.11%) Hispanic/Latino- (0.63%)
1.8	CAASPP Math results	2022-23 District- 23.96% Exceeded/Standard Met SED- 16.42% EL- 1.96% LTEL- .65% SWD- 3.46 % FY- 5.4% Homeless- 10.10% Hispanic/Latino- 12.26%	2023-24 District- 24.6% Exceeded/Standard Met SED- 17.51% EL- 2.73% LTEL- .84% SWD- 3.13% FY- 13.89% Homeless- 11.09% Hispanic/Latino- 12.54%		District- 30% Exceeded/Standard Met SED- 20% EL- 6% LTEL- 3% SWD- 6% FY- 17% Homeless- 14% Hispanic/Latino- 16%	District- 0.64% SED- 1.09% EL- 0.77% LTEL- 0.19% SWD- (0.33%) FY- 8.49% Homeless- 0.99% Hispanic/Latino- 0.28%
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%	2023-24 District - 42.64% met or exceeded standard Junior High Schools: Ball JHS- 18.35% EL- 1.42%		District - 48% met or exceeded standard Junior High Schools: Ball JHS- 21% EL- 4%	Junior High Schools Ball JHS Overall – (6.42%) EL – (2.06%) Hispanic/Latino – (6.39%) Brookhurst JHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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%	Hispanic/Latino- 14.76% Brookhurst JHS- 24.59% EL- 3.73% Dale JHS- 33.86% EL- 26.4% Homeless- 24.32% SED- 31.95% SWD- 10.42% Hispanic/Latino- 29.7% Orangeview JHS- 30.73% EL- 8.8% Homeless- 23.52% SWD- 4.76% South JHS- 20.99% EL- 0.96% Homeless- SED- 19.51% SWD- 5.63% Hispanic/Latino19. 79% White- 25% Sycamore JHS17.95% EL- 1.01% Hispanic/Latino- 16.43%		Hispanic/Latino- 17% Brookhurst JHS- 35% EL- 5% Dale JHS- 36% EL- 29% Homeless- 27% SED- 34% SWD- 14% Hispanic/Latino- 33% Orangeview JHS- 35% EL- 11% Homeless- 26% SWD- 8% South JHS- 27% EL- 5% Homeless- 15% SED- 25% SWD- 8% Hispanic/Latino- 26% White- 22% Sycamore JHS- 22% EL- 5% Hispanic/Latino- 19% Walker JHS- 48%	Overall – (5.14%) EL – 2.98% Dale JHS- 9.45% EL- 22.03% Homeless- 7.66% SED- 8.25% SWD- 4.21% Hispanic/Latino- 8.6% Orangeview JHS- 1.42% EL- 4.07% Homeless- 2.59% SWD- (6.82%) South JHS Overall – (1.17%) EL – 0.24% SED – (1.62%) Hispanic/Latino – (1.32%) Sycamore JHS Overall – 0.27% EL – 0.19% Hispanic/Latino – No baseline available Walker- (5.9) SWD- (1.22) High Schools:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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%	Walker JHS- 46.44% SWD- 12.74% High Schools: Anaheim HS- 41.06% EL- 9.94% SWD- 12.94% J. F. Kennedy HS- 71.37% EL- 12.5% SWD- 23.4% Katella HS- 45.81% EL- 8.47% SWD- 10.61% Loara HS- 39.24% EL- 4.85% SED- 39.64% Hispanic/Latino- 33.66% Magnolia HS- 52.18% EL- 5.15% SWD- 17.64% Polaris- 35.5% SED- 31.94% Hispanic/Latino- 29.55%		SWD- 16% High Schools: Anaheim HS- 44% EL- 13% SWD- 16% J. F. Kennedy HS- 74% EL- 16% SWD- 27% Katella HS- 50% EL- 12% SWD- 16% Loara HS- 43% EL- 9% SED- 43% Hispanic/Latino- 36% Magnolia HS- 55% EL- 8% SWD- 20% Polaris IS- 39% SED- 35% Hispanic/Latino- 33% Savanna HS- 49% EL- 9% Western HS- 49% EL- 16%	Anaheim HS- Overall- (0.17%) EL- 5.33% SWD- (1.53%) J. F. Kennedy HS Overall – (1.28%) EL- .5% SWD – (2.46%) Katella HS Overall – (0.35%) EL – 1.01% SWD – (0.66%) Loara HS Overall- 4.61% EL- (0.34%) SED- 5.68% Hispanic/Latino- 3.35% Magnolia HS Overall – 6.84% EL – (1.81%) SWD – No baseline available Savanna HS Overall- (1.43) EL- 1.45% Polaris IS Overall- (2.7%) SED- (0.26%) Hispanic/Latino- (2.56%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Savanna HS- 44.61% EL- 6.93% Western HS- 46.09% EL- 8.16% SWD- 9.09% Gilbert HS - 6.98% EL - 1.75% Hispanic/Latino- 6.09% SED - 7.44% SWD - 0.00%		SWD- 20% Gilbert HS-10% EL-5% Hispanic/Latino- 9% SED-10% SWD-3%	Western HS Overall – 2.03% EL – (2.86%) SWD – (6.00%) Gilbert HS No baseline available
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% SWD- 0.00%	2023-24 District- 24.6% Exceeded/Standar d Met Junior High Schools: Ball JHS- 6.4% Exceeded/Standar d Met EL- 0.36% SED- 5.72% SWD- 0.00% Hispanic/Latino- 5.32% Brookhurst JHS- 13.2% EL- 1.45%		District- 30% Exceeded/Standar d Met Junior High Schools: Ball JHS- 13% EL- 5% SED- 12% SWD- 3% Hispanic/Latino- 10% Brookhurst JHS- 16% EL- 4% Dale JHS- 23% EL- 7%	District Overall – 0.64% Ball JHS Overall – (1.6%) EL – 0.01% SED – (1.39%) SWD – No baseline available Hispanic/Latino – 0.00% White – No baseline available Brookhurst JHS Overall – (3.58%) EL – 0.73% SED – No baseline available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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: Anaheim HS- 9.25%	Dale JHS- 20.27% EL- 4.06% SED- 18.55% SWD- 3.45% Hispanic/Latino- 15.42% White- 27.58% Orangeview JHS- 14.93% EL- 5.23% Homeless- 12.5% SED- 12.8% Hispanic/Latino- 12.26% SWD- 2.91% White- 25% South JHS- 8.04% EL- 0.00% SED- 7.37% SWD- 0.71% Hispanic/Latino- 7.38% White- 9.76% Sycamore JHS- 5.72% EL- 0.25% Homeless- 5.88% SED- 5.07% Hispanic/Latino- 4.91% Walker JHS- 32.15%		SED- 22% SWD- 5% Hispanic/Latino- 18% White- 31% Orangeview JHS- 18% EL- 8% Homeless- 16% SED- 16% Hispanic/Latino- 15% SWD- 6% White- 28% South JHS- 13% EL- 3% SED- 12% SWD- 3% Hispanic/Latino- 12% White- 14% Sycamore JHS- 11% EL- 5% Homeless- 7% SED- 10% SWD- 5% Hispanic/Latino- 10% Walker JHS- 35% EL- 11% SWD- 8%	SWD – No baseline available Hispanic/Latino – No baseline available Dale JHS Overall- 5.78% EL- 2.03% SED- 4.7% SWD- 3.45% Hispanic/Latino- 4.87% White- 9.21% Orangeview JHS Overall – (0.91%) EL – 3.92% Homeless- (1.14%) SED – (1.78%) Hispanic/Latino- (0.77%) SWD – No baseline available White- (0.61%) South JHS Overall – 0.00% EL – (0.48%) SED – 0.34% SWD – (0.51%) Hispanic/Latino – (0.57%) White – 0.00% Sycamore JHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	EL- 9.1% SWD- 5.88% Hispanic/Latino- 19.5% High Schools: Anaheim HS- 11.72% EL- 2.05% SED- 10.67% SWD- 0.00% Hispanic/Latino- 10.18% Cypress HS- 49.77% SWD- 8.11% Gilbert HS- 0.00% EL- 0.00% SED- 0.00% SWD- 0.00% Hispanic/Latino- 0.00% J.F. Kennedy HS- 46.12% EL- 6.06% SWD- 8.51% Katella HS- 12.5% EL- 1.71% SED- 10.92% SWD- 0.00% Hispanic/Latino- 10.47%		Hispanic/Latino- 21% High Schools: Anaheim HS- 14% EL- 5% SED- 13% SWD- 3% Hispanic/Latino- 13% Cypress HS- 53% SWD-11% Gilbert HS- 6% EL- 5% SED- 3% SWD- 3% Hispanic/Latino- 3% J.F. Kennedy HS- 44% EL- 9% SWD- 9% Katella HS- 16% EL- 3% SED-14% SWD- 3% Hispanic/Latino- 14% Loara HS- 14% EL- 4%	Overall – (0.04%) EL – 0.05% Homeless – 3.75% SED – (0.08%) SWD – No new data available Hispanic/Latino – (0.39%) Walker JHS Overall – 1.29% EL – 4.99% SWD – 2.47% Hispanic/Latino – 2.63% Anaheim HS Overall- 2.47% EL- 1.44% SED- 2.3% SWD- 0.00% Hispanic/Latino- 1.95% Cypress HS Overall- 0.95% SWD- (2.53%) Gilbert HS Overall – (1.04%) EL – 0.00% SED – No baseline available SWD – No baseline available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Loara HS- 9.78% EL- 0.97% SED- 9.29% SWD- 0.00% Hispanic/Latino- 5.48% Polaris IS- 4.27% EL- 0.00% SED- 2.88% Hispanic/Latino- 1.56% Savanna HS- 10.69% EL- 2.02% SED- 9.8% SWD- 0.00% Hispanic/Latino- 8.28%		SED- 13% SWD- 3% Hispanic/Latino- 10% Polaris IS- 7% EL- 3% SED- 6% Hispanic/Latino- 10% Savanna HS- 19% EL- 6% SED- 16% SWD- 5% Hispanic/Latino- 16%	Hispanic/Latino – No baseline available J.F. Kennedy HS Overall – 6.49% SWD – No baseline available EL – (2.06%) Katella HS Overall – 1.30% EL- (2.52) SED – No baseline available SWD – (2.82%) Hispanic/Latino – 1.31% Loara HS Overall – (4.03%) EL – 0.97% SED – (3.98%) SWD – No baseline available Hispanic/Latino – (3.55%) Polaris IS Overall – (5.15%) EL – No baseline available SED – (2.58%) Hispanic/Latino – (4.26%) Savanna HS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Overall – (2.81%) EL – 0.65% SED – (2.10%) SWD – 0.00% Hispanic/Latino – (3.14%)
1.11	Percentage of AP exams passed with "3" or higher	2022-23 57%	2023-24 68.4% SED- 61.2% SWD- 44.2% EL- 47% FY- 35.7%		60% SED-36% SWD-47% EL-50% FY-38%	7% increase No baseline for student groups was provided in 2022-23. It is provided for 2023-24 and will be provided for 2024-25.
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%	2024-25 LCAP Staff survey- 95% are committed to implementing the 5 Cs 2024-25 LCAP Student survey- 95% state the 5 Cs are incorporated in the classes ~Character & Compassion - 92% ~Collaboration - 95% ~Communication - 94% ~Creativity - 93%		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%	2% increase in LCAP Staff survey committed to implementing the 5% LCAP Student survey- 3% increase in 5 Cs are incorporated in the classes ~Character & Compassion - no difference ~Collaboration - no difference ~Communication - no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			~Critical Thinking - 95%		~Critical Thinking - 98%	~Creativity - 2% increase ~Critical Thinking - no difference
1.13	Access to a broad course of study- Percentage of students enrolled in VAPA courses	2023-24 (Fall) 46.41% 2023-24 (Fall & Spring) 56.96%	District- 28.9% EL- 31.3% SED- 26.3% SWD- 39.1% FY- 30.7%		60% EL-33% SED-29% SWD-42% FY-33%	Data from 2 different sources No baseline for student groups was provided in 2022-23. It is provided for 2023-24 and 2024-25.
1.14	Access to a broad course of study- Percentage of students enrolled in CTE courses	Fall 2023-24 57.46% 22-23 District- 31.9% EL- 25.9% SED- 29.6% SWD- 29.7% FY- 30.2%	Fall 2024-25 57.8% 23-24 District- 31.8% EL- 26.2% SED- 28% SWD- 30.4% FY- 23.3%		65% District-35% EL- 30% SED- 34% SWD- 34% FY- 30%	0.34% increase District- (0.1%) EL- 0.3% SED- (1.6%) SWD- 0.7% FY- (6.9%)
1.15	Access to a broad course of study- Percentage of students enrolled in world language courses	Fall 2023-24 32% 22-23 District- 42.9% EL- 35.6% SED- 41.7% SWD- 20.7% FY- 33.3%	Fall 2024-25 45.2% 23-24 District- 41.5% EL- 35.6% SED- 37.4% SWD- 22.1% FY- 25.9%		48% District- 45% EL-40% SED-40% SWD-30% FY-30%	13.2% increase District- (1.4%) EL- 0.00% SED- (4.3%) SWD- (1.4%) FY- (7.4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Seal of Biliteracy	C/O 2023 1083 students earned the Seal of Biliteracy	C/O 2024 1,083 students earned the Seal of Biliteracy		1500 students earned the Seal of Biliteracy	no difference from baseline
1.17	Seal of Civic Engagement	C/O 2024 2735 students earned the Seal of Civic Engagement	C/O 2024 2735 students earned the Seal of Civic Engagement		3100 students earned the Seal of Civic Engagement	No difference from baseline
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% High Schools: Cypress HS- 44.7% Kennedy HS- 40.2%	2023-24 District- 37.5% making progress Schools with a Red indicator: Junior High Schools: Ball JHS- 48.9% Brookhurst JHS- 47.4% Orangeview JHS- 37.5% South JHS- 34.1% Sycamore JHS- 32.3% Walker JHS- 51.8% High Schools: Anaheim- 39.9% Cypress HS- 44.7% Katella HS-30%		District- 47% making progress Schools with a Red indicator: Junior High Schools: Ball JHS- 42% Brookhurst JHS- 42% Orangeview JHS- 40% South JHS- 42% Sycamore JHS- 35% Walker JHS- 36% High Schools: Anaheim HS- 43% Cypress HS- 50% Katella HS- 33% Kennedy HS- 45% Loara HS- 41% Western HS- 39%	District Overall – (4.2%) Junior High Schools: Ball JHS- 11.6% Brookhurst JHS- 10.3% Orangeview JHS- N/A South JHS- (3.2%) Sycamore JHS- N/A Walker JHS- 20.5% High Schools: Anaheim HS- N/A Cypress HS – 0.0% Katella HS- N/A Kennedy HS- 14.4% Loara HS- N/A Western HS- N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Kennedy HS- 54.6% Loara HS- 37.5% Western HS- 35.6% Polaris IS- 18.8% Gilbert HS- 13.9%		Polaris IS- 21% Gilbert HS- 17%	Polaris IS- N/A Gilbert HS- N/A
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%	2023-24 All English Learners (EL) - 12.85% Long-term English Learners (LTEL) - 12.18%		All ELs - 18% LTELs - 16%	EL- (1.35%) LTELs- no difference from baseline
1.20	EL reclassification rate	2022-23 10.6% 2023-24 12.6%	2023-24 13.5%		14%	2.9% increase
1.21	D/F rates	Fall 2023- 16.9% of all grades were D/F	Fall 2024- 15.7% of all grades were D/F		12%	1.2% decrease
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	C/O 2024 68.08% of graduates enroll in fall immediately after graduation		75% of graduates enroll in fall immediately after graduation 50% enroll in 2 year colleges	Fall Immediately After Graduation – 68.08% (+0.10%) 2-Year Colleges – 42.5% (No change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		25.48% enroll in 4 year colleges	42.5% enroll in 2 year colleges 25.48% enroll in 4 year colleges		28% enroll in 4 year colleges	4-Year Colleges – 25.48% (No change)
1.23	Students completing dual enrollment courses (1.29 shows breakdown by student group)	2022-23 completion Duplicated students: Cypress College-1345 Fullerton College- 600 Unduplicated students: Cypress College-2689 Fullerton College-1071	2023-24 Percentage of students enrolled in Dual Enrollment courses - 16.5% Duplicated students: Cypress College-2,410 Fullerton College-677 Unduplicated students: Cypress College-2,381 Fullerton College-658		Percentage of students enrolled in Dual Enrollment courses - 20% Duplicated students: Cypress College-2300 Fullerton College-1000 Unduplicated students: Cypress College-2800 Fullerton College-1100	Cypress College Duplicated – 1,065 increase Unduplicated – (308) Fullerton College Duplicated – 77 increase Unduplicated – (413) Note: The 2023–24 overall dual enrollment percentage is 16.5%, but no baseline percentage was provided for comparison.
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%	C/O 2023-24 District- 25% SED- 23% EL- 19% SWD- 19% FY- 19%		District- 25% SED- 25% EL- 15% SWD- 20% FY- 15%	District – 3.92% SED – 1.96% EL – 7.42% SWD – 1.10% FY – 7.06%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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- 47.04% met or exceeded standard (2023-24) Math- 35.54% met or exceeded standard (2023-24)		ELA- 48% met or exceeded standard Math- 30% met or exceeded standard	ELA- 4.4% Math- 11.54%
1.26	Access to technological resources	100% of families that requested technology received them. 23,631 active students have a Chromebook and/or laptop checked out 650 Hotspots checked out to students for internet connectivity	100% of families that requested technology received them. 25,286 active students have a Chromebook and/or laptop checked out 466 Hotspots checked out to students for internet connectivity Hotspots: Unduplicated Distribution Student Count: English Learners- 32.2% McKinney Vento- 25% Socio Economically		100% of families that request technology receive them. 23,631 active students have a Chromebook and/or laptop checked out 650 Hotspots checked out to students for internet connectivity	No difference from baseline 1,655 increase in Chromebook checkout (184) decrease in Hotspots checkout

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Disadvantaged- 90.1% Foster Youth- 6.10% Students With Disabilities- 10.7%			
1.27	College/Career Readiness (CCI)	C/O 2022-23 % prepared District- 46% SED- 42.3% EL- 12.3% SWD- 13.2% FY- 17% Schools with a student group in red: Gilbert HS- 2.6% EL- .8% Homeless- 2.3% SED- 2.7% SWD- 3.2% Hispanic/Latino- 1.1% White- 9.7% Katella HS SWD- 8.1% Magnolia HS SWD- 7.3% Polaris IS EL- 0% Homeless- 7.3%	C/O 2023-24 % prepared District- 49.3% SED- 45.9% EL- 16.7% SWD- 13.2% FY- 17.8% Schools with a student group in red: Gilbert HS- 6.4% EL- 6.9% Homeless- 4.5% SED- 6.5% SWD- 2% Hispanic/Latino- 6.9% White- no performance color Katella HS EL-9.8% SWD- 9.2% Loara HS SWD- 9.8%		District- 51% SED- 47% EL- 17% SWD- 18% FY- 22% Schools with a student group in red: Gilbert HS- 7% EL- 5% Homeless- 7% SED- 7% SWD- 7% Hispanic/Latino- 7% White- 15% Katella HS EL- 13% SWD- 13% Loara HS SWD- 13% Magnolia HS SWD- 13%	District-Level (C/O) District – 3.3% SED – 3.6% EL – 4.4% SWD – 0.0% FY – 0.8% Schools with a Student Group in red: Gilbert HS Overall – 3.8% EL- 6.1% Homeless – 2.2% SED- 3.8% SWD – (1.2%) Hispanic/Latino- 5.8% White- 9.7% Katella HS EL- N/A SWD – 1.1% Loara HS SWD- N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latino- 9.2% Savanna HS EL- 6.6% SWD- 6.1%	Magnolia HS SWD- 10.9% Polaris IS EL- 3.5% Homeless- 6.8% Hispanic/Latino- 8.7% Savanna HS EL- 18.8% SWD- 11.6%		Polaris IS EL- 5% Homeless- 12% Hispanic/Latino- 14% Savanna HS EL- 11% SWD- 11%	Magnolia HS SWD- 3.6% Polaris IS EL- N/A Homeless – (0.5%) Hispanic/Latino – (0.5%) Savanna HS EL- 12.2% SWD- (5.5%)
1.28	Advanced Placement Enrollment	22-23 District- 14.9% EL-2.6% SED-13.3% SWD-1.6% FY-3.7%	23-24 District- 15.2% EL- 2.3% SED- 12.5% SWD-1.4% FY- 6.9%		District-18% EL- 10% SED- 15% SWD- 10% FY- 10%	District- 0.3% EL- (0.3%) SED- (0.8%) SWD- (0.2%) FY- 3.2%
1.29	Dual Enrollment (DE) Enrollment	22-23 District- 6.9% EL- 1.7% SED- 6.3% SWD- 1.8% FY- 2.6%	23-24 District- 7.4% EL- 1.6% SED- 6.0% SWD- 1.4% FY- 1.6%		District- 11% EL-5% SED-10% SWD-5% FY-5%	District- 0.5% EL- (0.1%) SED- (0.3%) SWD- (0.4%) FY- (1%)
1.30	Advancement Via Individual Determination (AVID) Enrollment	New metric for 25-26	23-24 District- 5.7% EL- 5.3% SED- 5.5% SWD- 2.4%		District- 10% EL- 10% SED- 10% SWD- 7% FY- 7%	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			FY- 3.7%			
1.31	Puente Project (PUENTE) Enrollment	New metric for 25-26	23-24 District- 1.6% EL- 1.0% SED- 1.5% SWD- 0.3% FY- 1.1%		District- 5% EL- 5% SED- 5% SWD- 3% FY-3%	NA
1.32	International Baccalaureate (IB) Enrollment	New metric for 25-26	23-24 District- 0.5% EL- 0.0% SED- 0.5% SWD- 0.0% FY- 0.0%		District- 1% EL- 0.3% SED- 0.8% SWD- 0.3% FY- 0.3%	NA
1.33	Dual Language Immersion (DLI) Enrollment	New metric for 25-26	23-24 District- 1.8% EL- 1.7% SED- 1.7% SWD- 0.5% FY- 0.5%		District- 5% EL- 3% SED- 3% SWD- 3% FY- 3%	NA
1.34	LCAP Student Survey - AIME (Anaheim's Innovative Mentor Experience)	New metric for 25-26	23-24 LCAP Student Survey Question: I have explored potential careers through AIME and/or Work Based Learning. District- 78%		District- 80% SED- 75% SWD- 75% EL- 80% FY-65%	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED-69% SWD-70% EL- 75% FY- 59%			
1.35	AIME (Anaheim's Innovative Mentor Experience) Participation Count by Tier (total number of unduplicated students participating in each Tier)	New metric for 25-26	2023-2024 Tier 1: Career Exploration District-2,984 EL-481 SED-2,583 SWD-302 FY-unavailable Tier 2: Career Mentoring Series District-345 EL- 25 SED- 275 SWD- 23 FY-unavailable Tier 3: Professional Internships (Fall, Spring, and Summer) District-276 EL-8 SED-181 SWD-11 FY-unavailable		Tier 1: Career Exploration District-3,000 EL-500 SED-2,700 SWD-350 FY-50 Tier 2: Career Mentoring Series District-375 EL- 50 SED- 300 SWD- 30 FY-50 Tier 3: Professional Internships (Fall, Spring, and Summer) District-300 EL-30 SED-200 SWD-20 FY-20	NA

Goal Analysis [2024-25]

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.

Substantive Differences and Implementation Highlights:
Most planned actions were implemented as designed. However, several areas of implementation yielded results that exceeded expectations and demonstrated significant promise:

CTE Pathway and Dual Enrollment Expansion: Enrollment in CTE pathways and dual enrollment courses increased beyond projected levels. This growth was particularly evident among English learners, foster youth, and socioeconomically disadvantaged students, reflecting increased interest and expanded access to career-connected learning opportunities.

Professional Learning and the 5 Cs: The district successfully scaled a comprehensive professional learning plan, supporting teachers in implementing instructional practices grounded in the 5 Cs—Collaboration, Creativity, Communication, Critical Thinking, and Compassion. Survey data from both students and staff affirmed that these practices positively influenced engagement, relevance, and classroom culture.

Capstone and Student Voice: The Capstone program continued to serve as a cornerstone of Goal 1, with all school sites supporting students in completing performance tasks aligned to the Career Preparedness Systems Framework (CPSF). These tasks allowed students to demonstrate purpose and voice while making meaningful connections between learning and real-world application.

Relevant Challenges and Successes:
While important gains were made across multiple indicators, Goal 1 also revealed opportunities to deepen supports for specific student groups:

Academic Performance Gaps: Mathematics performance remains an area for growth. While the overall district average for CAASPP Math proficiency was 24.6%, students with disabilities (3.1%) and English learners (2.7%) continue to require more targeted support strategies to increase conceptual understanding and skill development. The district is actively addressing this through ongoing professional learning, Mathematics Learning Labs, and co-teaching models.

A-G Completion Rates: The district-wide A-G completion rate was 54.4%, with notable gains; however, gaps persist among student groups. Completion rates for English learners (25.4%) and students with disabilities (17.5%) highlight the need for continued expansion of academic counseling, tutoring, and instructional scaffolds aligned with course requirements.

Graduation Rate Improvements: One of the most notable successes of the year was the increase in graduation rates across key student groups. English learners increased from 79.5% in 2023 to 84.7% in 2024, and students with disabilities increased from 76.1% to 80.7%. These gains reflect the impact of intentional supports such as master schedule adjustments, targeted monitoring, and mentorship programs.

Career Readiness and Student Confidence: Survey results and participation data indicate students are feeling more confident and excited about their postsecondary plans. The expansion of the AIME program, student internships, and reflective portfolio practices contributed to these positive outcomes.

AUHSD will continue building on these strengths in 2025–26 by refining tiered supports, expanding culturally and linguistically responsive instructional strategies, and increasing opportunities for all students to access and succeed in rigorous, purposeful learning experiences.

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

The material differences in Goal 1 are as follows:

Action 1.3 – Instructional Materials
Expenditures decreased by approximately $10 million from 2024–25 to 2025–26 due to adjustments in the adoption and renewal of textbooks and instructional materials. Fewer adoptions and renewals are planned for the 2025–26 school year, resulting in the $10 million reduction in the budgeted amount.

Action 1.4 – Technological Resources
Estimated actual expenditures for technological resources exceeded the original budget due to increased districtwide investments in device replacements, adaptive technology, and infrastructure upgrades to support instructional continuity and digital access. These expenses reflect the district's commitment to ensuring equitable digital learning environments and were necessary to meet the evolving needs of students and staff, especially in support of low-income students.

Action 1.5 – Broad Course of Study
Actual expenditures were higher than budgeted due to an expansion of AUHSD's Independent Learning Center (ILC) model, with the addition of two new ILCs during the school year. This expansion increased staffing and resource needs to ensure students had access to individualized academic, behavioral, and wellness supports. Other cost increases in this action were primarily staffing-related and aligned to the district's continued emphasis on ensuring access to a comprehensive course of study for all students, with targeted supports for unduplicated pupil groups.

Action 1.6 – English Learners: Instructional Access and Integrated Supports
Estimated actual expenditures exceeded budgeted amounts due to staffing costs surpassing initial projections. Additional support staff, including instructional aides and tutors, were allocated to meet the diverse and evolving needs of the English learner (plurilingual) student population. These investments supported the district's implementation of the English Learner Roadmap and expanded access to differentiated instructional supports and language development resources.

Action 1.7 – Instructional Options
Estimated actual expenditures exceeded budgeted amounts primarily due to higher-than-anticipated staffing expenditures. The addition of two new Independent Learning Centers (ILCs) contributed to the increase, as did expanded implementation of credit recovery and flexible

learning options. These efforts reflect AUHSD's ongoing commitment to ensuring all students, especially those with interrupted educational experiences, have equitable access to pathways that support graduation and postsecondary readiness.

Action 1.9 – Post-Secondary Readiness
The action was left out of the 2024-25 LCAP's Goals and Actions section. In the 2024-25 LCAP document, under the "Actions" section (page 37) and under section "2024-25 Total Expenditures Table" (page 76), 1.9 is listed as "Reduction of class size, hiring and retaining teachers" instead of "Post-Secondary Readiness" (1.10 is Reduction of class size, hiring and retaining teachers). The estimated actual expenditures are $1,395,006.00 as listed in the 2023-24 Annual Update Table (page 82 and 84, 24-25 LCAP). It is correctly identified and added to this year's LCAP as 1.9 Post-Secondary Readiness with $1,523,755.00 budgeted. The difference in expenditures is due to higher than anticipated staffing costs.

These differences reflect AUHSD's responsiveness to changing student and school needs, underscoring the district's commitment to allocating resources strategically and efficiently to achieve improved student outcomes.

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

Overall, the actions outlined in Goal 1 have been effective in advancing key outcomes aligned to AUHSD's Whole Child approach, particularly in supporting college, career, and life readiness for unduplicated students. These actions contributed to improvements in graduation rates, student engagement, access to career-connected learning, and the integration of 21st-century competencies. At the same time, the implementation process revealed critical opportunities to refine and expand strategies—especially for English learners (plurilingual) and students with disabilities (SWD)—to further close achievement and readiness gaps.

Professional Learning Plan (Action 1.1):
AUHSD's districtwide professional learning plan successfully elevated instructional quality and student engagement by equipping teachers to implement the 5 Cs (Collaboration, Creativity, Critical Thinking, Communication, and Compassion) across content areas. According to the 2024–2025 LCAP Student Survey, 93% of students agreed that their learning experiences consistently included the 5 Cs, demonstrating high levels of implementation and student recognition of instructional relevance. These efforts also contributed to improved classroom culture and the development of reflective performance tasks through Capstone. To strengthen effectiveness further, the 2025–2026 plan will incorporate expanded professional learning on trauma-informed practices and culturally responsive pedagogy—both of which were identified as high-leverage strategies through the District's Root Cause Analysis.

Effective Instruction (Action 1.2):
Instructional practices modeled and supported by district and site instructional leaders contributed to measurable gains in key student outcome metrics. Graduation rates for historically underserved groups improved notably: English learners increased from 79.5% in 2023 to 84.7% in 2024, and students with disabilities improved from 76.1% to 80.7%. These gains reflect the successful integration of differentiated instruction, student-centered lesson design, and early intervention systems embedded through Education Monitoring Teams (EMTs). The performance growth validates the effectiveness of instructional coaching, performance task integration, and collaboration time for professional learning communities.

Instructional Materials & Technological Resources (Actions 1.3, 1.4):
The district's continued investment in standards-aligned instructional materials and equitable access to devices and digital tools has resulted in consistent instructional delivery across all schools. All students received Chromebooks and access to high-quality instructional platforms that supported both in-person and blended learning. These actions ensured learning continuity and supported the development of digital literacy skills, particularly benefiting students who may otherwise face access barriers—including low-income and foster youth. Schools also reported increased integration of technology in lesson design and greater student engagement in both core subjects and elective courses.

Broad Course of Study & Instructional Options (Actions 1.5, 1.7):
The expansion of Career Technical Education (CTE), Visual and Performing Arts (VAPA), and Dual Enrollment opportunities significantly increased student access to a diverse and rigorous course of study. CTE pathway completion increased from 35% in 2022–23 to 40% in 2023–24. Dual enrollment participation through Cypress College and Fullerton College also exceeded expectations, with growing representation from English learners, socioeconomically disadvantaged students, and SWD. These pathways—aligned to the Career Preparedness Systems Framework (CPSF)—provided real-world, purpose-driven learning and reflected strong system-wide implementation of master scheduling, counseling support, and program equity.

Supports for English Learners and Students with Disabilities (Actions 1.6, 1.8):
Targeted supports for English learners and students with disabilities showed positive momentum in several areas, including dual enrollment, participation in AIME, and graduation rates. However, academic performance and A–G completion remain key growth areas. EL students had an A–G completion rate of 25.4%, and SWD students had a rate of 17.5%, compared to the district average of 54.4%. These persistent gaps underscore the need to refine instructional placement, progress monitoring, and co-teaching models. The district continues to scale EL Success Monitoring protocols, increase access to integrated and designated ELD, and implement professional learning aligned with the B.E.L.I.E.F. framework. Similarly, co-lab and co-teaching support models for SWD are being expanded to promote inclusive access to rigorous coursework.

Together, these actions advanced AUHSD's efforts to prepare students for postsecondary success while illuminating key opportunities to deepen implementation. The district will continue to monitor metrics such as graduation rates, CAASPP scores, A–G completion, ELPAC growth, and CTE completion—disaggregated by student group—to inform refinements in instructional practices and systemic supports during the 2025–2026 school year.

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.

Addressing Red Indicators (2023 Dashboard) through specific actions within the LCAP:

AUHSD acknowledges the California Dashboard 2023 identified specific student groups and school sites with performance levels in the Red category. These include:

English Language Arts (ELA):

District-wide student groups: African American, American Indian, English Learners (including Long-Term English Learners), Foster Youth, Hispanic, Homeless, and Pacific Islander students.
Schools: Gilbert High School, Katella High School, Magnolia High School, Western High School, Ball Junior High School, Brookhurst Junior High School, Dale Junior High School, Orangeview Junior High School, South Junior High School, Sycamore Junior High School, and Walker Junior High School.

Mathematics:
District-wide student groups: African American, English Learners (including Long-Term English Learners), Foster Youth, Hispanic, and Homeless students.
Schools: Gilbert High School, Katella High School, Loara High School, Savanna High School, Ball Junior High School, Brookhurst Junior High School, Orangeview Junior High School, South Junior High School, and Sycamore Junior High School.

Chronic Absenteeism:
Schools: Brookhurst Junior High School and Orangeview Junior High School.
Student groups: English Learners, Long-Term English Learners, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White student groups at specific junior high school sites (Brookhurst, Dale, Walker, Ball, Lexington, South, and Orangeview).

Suspension Rate:
District-wide student group: Foster Youth.

Schools: Anaheim High School, Ball Junior High School, Dale Junior High School, John F. Kennedy High School, Orangeview Junior High School, Savanna High School, Sycamore Junior High School, and Walker Junior High School for specific student groups including Homeless, Students with Disabilities, English Learners, White, and African American student groups.

To specifically address these identified needs, AUHSD strategically leverages existing actions outlined in the 2025–2026 LCAP. Actions explicitly designed to support the student groups and schools identified with Red performance indicators include:

Action 1.1 (Professional Learning Plan): Providing targeted professional learning focused on culturally responsive pedagogy and trauma-informed instructional strategies to improve academic outcomes and engagement of unduplicated student groups.

Action 1.2 (Effective Instruction): Delivering differentiated instructional approaches, inclusive classroom practices, and targeted academic interventions tailored to address persistent gaps experienced by identified student groups.

Action 1.4 (Technological Resources): Local data: Number of chromebooks and hot spots checked out (1.26). Will add additional question to data to be collected that identifies low-income student group for the 26-27 LCAP.

Action 1.6 (Inclusive Instructional Practices and Asset-Based Supports for Language Development): Enhancing instructional practices and progress monitoring specifically designed to meet the linguistic and academic needs of English learners, particularly Long-Term English Learners.

Action 1.7 (Instructional Options): Offering diverse, flexible, and personalized instructional programs to improve student access, engagement, and success, especially among identified groups with low performance.

Action 1.8 (Supports for Students with Disabilities): Expanding inclusive placements, specialized instruction, and comprehensive mental and behavioral health supports tailored to students with disabilities.

Action 3.1 (Improve Attendance): Implementing comprehensive strategies for improving attendance through targeted family outreach, strengthened communication, and proactive interventions specifically tailored to chronic absenteeism concerns.

Action 3.2 (Mental Health & Social-Emotional Learning): Providing extensive behavioral, mental health, and social-emotional supports, including trauma-informed practices and restorative justice strategies designed to reduce suspension rates and support positive school climate.

These targeted, existing actions, aligned with AUHSD's Differentiated Technical Assistance process, leverage districtwide qualitative and quantitative data analysis, including the Street Data approach and Root Cause Analysis activities in partnership with OCDE, to ensure targeted supports and measurable progress for identified student groups and school sites. AUHSD will continuously monitor the implementation and effectiveness of these actions throughout the three-year LCAP cycle to ensure systemic coherence, continuous improvement, and sustained positive outcomes for all student groups and identified schools.

Reflecting on the outcomes and implementation in 2024-25, and informed by the comprehensive Root Cause Analysis conducted with district and site leadership teams, the following strategic adjustments and innovations will be introduced for the upcoming academic year:

In direct response to the needs identified through the Root Cause Analysis and to deepen the District's commitment to trauma-informed and culturally responsive instructional practices, AUHSD will launch two districtwide professional learning initiatives in 2025–26. The District has partnered with Bowman's Trauma-Informed Training group (Bowman Consulting Proactive Behavior & Trauma-Informed Solutions) to implement a "trainer of trainers" model, beginning with two foundational sessions in July 2025. Day One will focus on teacher leads and social workers, and Day Two will include all social workers, with future sessions planned for additional support staff. This training, titled "Truly Trauma-Informed: Designing Actionable Systems & Practices," will build internal capacity to embed trauma-responsive practices across all campuses. In parallel, culturally responsive teaching professional development will be provided by curriculum specialists, 5Cs Coaches, and CSTLs, who will lead site-based training throughout the year to ensure every school site staff engages in inclusive, identity-affirming instructional practices. These efforts align with Actions 1.1 and 1.2 and directly support AUHSD's broader goals of equity, engagement, and whole-child development.

Enhanced A-G Completion Supports:
In response to the continued disparity in A-G completion rates among student groups, especially for English learners (25.4%) and students with disabilities (17.5%), targeted counseling services, focused mentoring programs, and additional academic support interventions will be expanded. These interventions will now explicitly integrate trauma-informed approaches and culturally responsive practices, addressing systemic barriers and supporting deeper student engagement and academic persistence.

Intensive Math Intervention Supports:
Given the ongoing low CAASPP Mathematics performance, particularly for students with disabilities (3.1% proficiency vs. the district's overall 24.6%), AUHSD will allocate additional resources to specialized mathematics instruction, targeted professional learning for math educators, and tailored tutoring support. Professional development will explicitly focus on culturally responsive pedagogy, ensuring math instruction is inclusive, engaging, and responsive to students' diverse backgrounds and learning needs.

Expansion of CTE and Dual Enrollment Programs:
Building upon recent successes, AUHSD will further expand dual enrollment opportunities and Career Technical Education pathways in collaboration with Cypress and Fullerton Colleges. Special attention will be given to engaging historically underserved student groups through counseling support and mentoring that emphasizes culturally responsive and trauma-informed strategies, thereby enhancing student access, retention, and postsecondary outcomes.

Incorporation of eKadence and AI Tools for Improved Outcomes:
AUHSD will deepen its strategic integration of eKadence LMS and embedded AI tools, such as Skrappy, to better measure student progress and outcomes related to college, career, and life readiness. These platforms will support monitoring student engagement, tracking performance, and providing personalized student supports. Additionally, professional learning will prepare staff to leverage these tools in ways that reflect trauma-informed practices and culturally responsive instruction.

Districtwide AI Literacy and Professional Learning:
Recognizing the evolving demands of post-secondary environments and the modern workforce, AUHSD will implement districtwide professional learning explicitly focused on AI literacy within the comprehensive district AI framework. Training will equip educators to integrate AI responsibly and ethically into instruction, embedding trauma-informed practices and culturally responsive pedagogy to empower students with critical AI literacy skills and competencies for future success.

Focused Monitoring of Student Outcomes and AI Impact:
Strengthening continuous improvement practices, AUHSD will utilize eKadence and AI-driven analytics to enhance data-informed decision-making processes, proactively addressing equity gaps and monitoring progress toward college and career readiness. Data-driven approaches will specifically assess the impact of culturally responsive and trauma-informed practices in improving student academic and social-emotional outcomes.

Change in in Target for Year 3 Outcome
For metrics 1.7, 1.8, 1.9, 1.10, 1.21--The Target for Year 3 Outcome changed from the 24-25 LCAP because the student groups in those metrics met or surpassed the Target for Year 3 Outcome. Therefore, the LEA increased the target for Year 3 Outcome for the 25-26 LCAP.

Changes Made to Metrics:
The following metrics were added to monitor effectiveness of actions/services under Goal 1:
1.14 Career Technical Education (CTE) Enrollment by percentage to include district and student groups (EL, SED, SWD, FY)
1.15 World Language Enrollment by percentage to include district and student groups (EL, SED, SWD, FY)
1.26 Access to Technological Resources by percentage to include district and student groups (EL, SED, SWD, FY)
1.28 Advanced Placement Enrollment by percentage to include district and student groups (EL, SED, SWD, FY)

1.29 Dual Enrollment (DE) Enrollment by percentage to include district and student groups (EL, SED, SWD, FY)
1.30 Advanced Via Individual Determination (AVID) Enrollment by percentage to include district and student groups (EL, SED, SWD, FY)
1.31 Puente Project (PUENTE) Enrollment by percentage to include district and student groups (EL, SED, SWD, FY)
1.32 International Baccalaureate (IB) Enrollment by percentage to include district and student groups (EL, SED, SWD, FY)
1.33 Dual Language Immersion (DLI) Enrollment by percentage to include district and student groups (EL, SED, SWD, FY)
1.34 LCAP Student Survey by percentage to include district and student groups (EL, SED, SWD, FY)
1.35 AIME Participation Count by Tier to include number of unduplicated students participating in AIME (Anaheim's Innovative Mentoring Experience)

Changes Made to Specific Actions:
Action 1.1 (Professional Learning Plan): Added language: aligned to CSTPs and district initiatives. Enhanced to include explicit professional development in trauma-informed practices and culturally responsive pedagogy, addressing the gaps identified in the Root Cause Analysis and ensuring greater alignment between instructional practices and student lived experiences.

Action 1.2 (Effective Instruction): Added language: 5 Cs Coaches, Community Schools Teacher Leads. Reflecting on prior practice and informed by the Root Cause Analysis, Action 1.2 has been refined to explicitly include professional learning focused on culturally responsive pedagogy and trauma-informed instructional practices. This revision addresses identified opportunities to strengthen alignment between instruction and students' lived experiences, proactively enhancing educator capacity to meet the diverse needs of low-income students, foster youth, and English learners.

Action 1.3 (Instructional Materials): Expanded to allocate dedicated funding to school libraries for the purchase of new books and essential library supplies. This investment acknowledges the vital role of physical library spaces in cultivating strong literacy skills, fostering inclusive and welcoming environments, and providing essential resources for low-income students, foster youth, students with disabilities, and plurilingual learners. Metric: Circulation stats and attendance for learning opportunities.

Action 1.4 (Technological Resources): Added specific language to include EL, FY, and low income student groups

Action 1.5 (Broad Course of Study): Added language to include site leadership to action/service

Action 1.6 (English Learners): Title change per OCDE feedback, from English Learners to Inclusive Instructional Practices and Asset-Based Supports for Language Development. Revised to reflect a more comprehensive and integrated approach to supporting English learners (plurilingual) and Long-Term English Learners (LTELs). Language was updated to align with districtwide terminology and ensure consistency across LCAP goals and actions. The action was expanded to include integrated instructional strategies that connect English Language Development (ELD) with Career Technical Education (CTE), providing students with opportunities to develop both academic language and workplace readiness skills. Additionally, the English Learner Roadmap vision statement was incorporated to emphasize AUHSD’s commitment to meaningful access, high-level English proficiency, grade-level mastery, and multilingualism. These changes were informed by educational partner input and the District’s Root Cause Analysis, which identified the need for more relevant, asset-based instructional approaches that prepare English learners for post-secondary success. Corresponding metrics were also expanded to include CTE pathway completion and College/Career Readiness (CCI) to better measure the impact of these instructional enhancements.

Action 1.8: (Students with Disabilities): Title change from Students with Disabilities to Supports for Students with Disabilities. Revised to include the extent to which students have access to, and are enrolled in programs and services developed and provided to students with disabilties.

Action 1.9 (Post-Secondary Readiness): In the 2024-25 LCAP document, Action 1.9 was left out of the Goals and Actions section and the 2024-25 Contributing Actions Table. It has been added to the 2025-26 LCAP, which resulted in a change in numbering of the actions.

As a result of reflections on the 2024–25 implementation cycle, Action 1.9 was revised to strengthen alignment with the Career Preparedness Systems Framework (CPSF) and to more explicitly focus on increasing equitable access to work-based learning and mentorship opportunities for unduplicated student groups, including low-income students, English learners (plurilingual), and foster youth. Stakeholder feedback and internal analysis indicated the need for clearer tracking and measurement of student participation and outcomes related to Anaheim's Innovative Mentoring Experience (AIME), particularly among student groups historically underrepresented in structured career readiness experiences. To improve the evaluation of this action's effectiveness, two new metrics have been added to the 2025–26 LCAP:
Metric 1.34: LCAP Student Survey – AIME measures the percentage of students, disaggregated by subgroup, who report having explored potential careers through AIME or work-based learning.
Metric 1.35: AIME Participation Count by Tier tracks the number of unduplicated students participating in each AIME Tier to evaluate depth of engagement and access across the system.
Preliminary 2023–24 survey data revealed participation gaps between the district average (78%) and unduplicated student groups, including foster youth (59%) and socioeconomically disadvantaged students (69%). These findings informed the decision to integrate more intentional outreach, expand strategic partner recruitment, and develop clearer tracking systems by subgroup to ensure students most in need of these experiences are equitably served. Going forward, district staff will monitor these new metrics in collaboration with school sites and refine the Tier tracking system to ensure the AIME model remains responsive, inclusive, and impactful for all students. These changes are reflected in the updated action language, metric list, and expected outcomes section of the LCAP.

Action 1.10 (Reduction of Class Size, Hiring and Retaining Teachers):
Based on educational partner recommendations from the 2024–25 engagement process, Action 1.10 (Reduction of Class Size, Hiring, and Retaining Teachers) was revised to explicitly include strategies for lowering student-to-adult ratios. Stakeholders identified smaller class sizes and increased deployment of Behavior Intervention Assistants (BIAs) and paraeducators as critical for supporting English Learners (plurilingual students) and Students with Disabilities. These adjustments directly respond to stakeholder feedback emphasizing more personalized instruction and targeted academic support, ultimately intended to strengthen equitable academic outcomes for these student groups.
Revised Action 1.10:
The District will reduce class sizes, hire and retain teachers, and provide ongoing professional learning and collaboration opportunities that strengthen student-teacher relationships, support inclusive and engaging learning environments, and enhance teachers' ability to know students by name, asset, and need. In addition, AUHSD will reduce student-to-adult ratios where feasible by specifically decreasing class sizes and increasing Behavior Intervention Assistant (BIA) and paraeducator support in core academic subjects. These efforts will target improved outcomes for English learners (plurilingual students) and students with disabilities, with student progress monitored quarterly via SMART goals and instructional practices refined through site-based professional development.

These strategic updates, driven by intentional reflection and data analysis, will ensure AUHSD continues to build upon strengths, addresses critical gaps, and creates supportive, equitable learning environments for every student.

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.

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 aligned to CSTPs and district initiatives that supports teacher leaders, Site Leadership Teams (SLTs), Foster Youth, and the English Learner Task Force on instructional best practices. The plan will guide the establishment of professional goals and promote continuous, purposeful professional growth and development specifically targeting the educational needs of English learners, low-income students, and foster youth. The professional learning plan will include explicit training in trauma-informed practices and culturally responsive pedagogy to ensure instructional practices are aligned with students' lived experiences, promote inclusivity, and effectively address achievement gaps. These efforts are designed to increase A-G eligibility, graduation rates, and college-going rates, while fostering more equitable and engaging classroom environments.	$16,738,204.00	Yes
1.2	Effective Instruction	District leadership, along with instructional leaders, 5 Cs Coaches, and Community Schools Teacher Leads, will design, deliver, and model effective literacy and mathematical instructional strategies to support growth in the development of the 5 Cs, civic engagement, and the Career Preparedness Systems Framework (CPSF). These practices will be facilitated at school sites with a focus on low-income students, English learners (plurilingual), and foster youth to ensure equitable access to high-quality instruction. The instructional approach will include explicit integration of culturally responsive pedagogy and trauma-informed practices to strengthen alignment between instruction and students' lived experiences. These efforts are intended to enhance educator capacity, increase student engagement, improve achievement in literacy and	$6,958,933.94	Yes

Action #	Title	Description	Total Funds	Contributing
		mathematics, and ensure all students are prepared for post-secondary success.		
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. In addition, the district will allocate dedicated funding to school libraries for the purchase of new library books and essential library supplies. This investment acknowledges the vital role of physical library spaces in fostering a passion for reading, providing quiet study environments, and offering learning opportunities for all parents, staff, and students including foster youth, low-income, students with disabilities, and plurilingual learners. Metric: Circulation stats and attendance for learning opportunities.	$7,914,215.18	No
1.4	Technological Resources	Educational Information Technology staff will develop and maintain a life cycle plan for student devices, applications, and network infrastructure. These staff will also support the creation of training resources and critical integration points to ensure equitable access to sustainable technological tools. This action will specifically prioritize providing all students—especially low-income, English learners (plurilingual), and foster youth—with reliable access to digital learning environments, enabling them to fully engage in instruction, access academic resources, and develop essential 21st-century and post-secondary skills.	$13,984,716.52	Yes
1.5	Broad Course of Study	District staff, site leadership, 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	$33,184,221.70	Yes

Action #	Title	Description	Total Funds	Contributing
		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, Dual Enrollment, 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.		
1.6	Inclusive Instructional Practices and Asset-Based Supports for Language Development	Improve placement, instructional practices, and monitoring of English learners (plurilingual students), including Long-Term English Learners (LTELs), by increasing student voice, 21st-century skills, and technical skills through intentional implementation of the four principles of the English Learner Roadmap: Assets-Oriented and Needs-Responsive Schools, Intellectual Quality of Instruction and Meaningful Access, System Conditions that Support Effectiveness, and Alignment and Articulations Within and Across Systems (Systemness). Through these actions, AUHSD advances the vision of the EL Roadmap by ensuring English learners fully and meaningfully access and participate in a twenty-first-century education that results in their attaining high levels of English proficiency, mastery of grade-level standards, and opportunities to develop proficiency in multiple languages. To further support this work, AUHSD will strengthen collaboration between English learner (plurilingual) teachers, CTE teachers, and curriculum specialists to integrate career-related competencies into English Language Development (ELD) courses. This integrated instructional approach will provide English learners with opportunities to build academic language and workplace readiness skills concurrently, connecting language development with real-world career preparation.	$7,550,229.00	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, Dual Enrollment, and A-G eligibility to reduce remediation.	$9,865,608.00	Yes
1.8	Supports for Students with Disabilities	Provide specialized supports and inclusive instructional models that ensure students with disabilities (SWD) have meaningful and equitable access to the full range of academic courses and learning environments, fostering academic progress as well as social-emotional growth. AUHSD will aim to improve student placements, instructional practices, and progress monitoring systems to enhance academic outcomes and social success for students with disabilities. This action includes increased access and enrollment in inclusive general education classrooms, implementation of effective co-taught classes, co-lab classes, specialized academic instruction and differentiated instructional models, and targeted professional development for both special education and general education staff. Additional programs and services include expanded behavioral and mental health supports such as Educationally Related Mental Health Services (ERMHS), comprehensive data-driven systems for tracking student progress, and strengthened Individualized Education Program (IEP) team collaboration. These strategic efforts ensure appropriate placements, tailored instructional supports, and aligned services that reflect and address each student's unique needs.	$1,618,127.00	No
1.9	Post-Secondary Readiness	District staff will increase work-based learning, mentorship, and internship opportunities through Anaheim's Innovative Mentoring Experience (AIME). Staff will focus on strategic partner recruitment, strengthening relationships with local industry, nonprofit, and community-based organizations. In alignment with the Career Preparedness Systems Framework (CPSF), this action will support students in exploring diverse career pathways while developing technical and 21st-century skills. The District will also seek	$1,523,755.00	Yes

Action #	Title	Description	Total Funds	Contributing
		funding opportunities to expand access to student scholarships and will develop systems to ensure all students—particularly those who are low-income, foster youth, and English learners—graduate with meaningful work-based learning experiences and a clearly articulated postsecondary plan aligned to their strengths, interests, and long-term career goals.		
1.10	Reduction of Class Size, Hiring and Retaining Teachers	The District will reduce class sizes, hire and retain teachers, and provide ongoing professional learning and collaboration opportunities that strengthen student-teacher relationships, support inclusive and engaging learning environments, and enhance teachers' ability to know students by name, asset, and need. In addition, AUHSD will reduce student-to-adult ratios where feasible by specifically decreasing class sizes and increasing Behavior Intervention Assistant (BIA) and paraeducator support in core academic subjects. These efforts will target improved outcomes for English learners (plurilingual students) and students with disabilities, with student progress monitored quarterly via SMART goals and instructional practices refined through site-based professional development.	$7,238,472.00	No
1.11	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 utlized to broaden the course of study, and increase access to arts education programs and expand offerings. This comprehensive approach aims to enrich the arts education and foster a well-rounded educational experience for all students.	$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.

Goal 2 reflects AUHSD's steadfast commitment to cultivating authentic partnerships with families and communities through an equity-driven Community Schools framework. Rooted in the belief that families are essential partners in student success, this goal was developed to ensure culturally and linguistically responsive engagement practices are embedded across all school sites, with a particular focus on uplifting the voices and contributions of families of low-income students, foster youth, English learners (plurilingual students), and students with disabilities. Over 13,000 parents and caregivers participated in school- and district-level workshops, forums, and engagement activities during the 2023–2024 school year, highlighting the strong interest among families to partner with schools and stay informed about their children's educational journey. While these numbers reflect growing engagement, district-level Root Cause Analysis and Educational Partner input meetings identified the continued need to deepen relationships and build trust, particularly with historically underserved families. Areas such as navigating the educational system, understanding post-secondary pathways, and engaging in two-way communication emerged as key opportunities for improvement. District survey data from 2023–2024 further revealed variations in parent understanding of the Anaheim Union Educational Pledge (The Pledge), a multi-institutional partnership that supports students in successfully transitioning to post-secondary education. While a majority of families reported receiving information about The Pledge—including 82% for Cypress College, 75% for Fullerton College, 74% for CSUF, 73% for UCI, and 73% for the TGR Learning Lab—these figures indicate opportunities to enhance the accessibility, clarity, and outreach related to Pledge benefits. Ensuring that families fully understand the post-secondary pathways available to their children, including guaranteed admissions, dual enrollment, and transfer supports, is central to increasing equity and college-going outcomes.

Central to AUHSD's family engagement efforts are the Community Schools Coordinators, Community Schools Teacher Leads, and Family and Community Engagement Specialists (FACES). Together, these teams work collaboratively to support the whole child and whole family. Community Schools Coordinators serve as key liaisons who align academic programming, social-emotional supports, health services, and enrichment opportunities with the specific assets and needs of each school community. Community Schools Teacher Leads serve as site-level champions who integrate student and family voice into instructional practices and family engagement planning, while also supporting data-informed continuous improvement. FACES personnel provide culturally responsive programming, trauma-informed workshops, and direct services that empower families to advocate for their students and actively participate in school life. Collectively, these teams assist with interpretation services, conduct home visits, facilitate leadership development opportunities, and offer mental health, technology, and

resource navigation supports to families. AUHSD continues to expand targeted programming for families of students with disabilities, ensuring they are informed about Individualized Education Plan (IEP) processes, Free Appropriate Public Education (FAPE) rights, and available district and community resources. These family-focused efforts directly support improved outcomes across multiple indicators. For instance, current A-G completion rates reflect opportunity gaps for English learners (25.4%) and students with disabilities (17.5%) compared to the overall district average of 54.4%. Increasing parent knowledge, agency, and involvement in course selection and graduation planning is critical to closing these gaps. The Community Schools model offers a powerful vehicle for addressing these needs by positioning schools as hubs of academic, wellness, and social support. AUHSD schools integrate wraparound services—such as counseling, health services, housing referrals, food distribution, and immigration support—that address the whole-child needs of students and families. Parent Learning Walks, Ambassador programs, and advisory councils are co-facilitated by Community Schools teams and FACES, ensuring that schools foster environments where families feel seen, heard, and supported. Success in implementing Goal 2 is measured by both quantitative and qualitative indicators. These include: increased attendance at family engagement events, growth in survey responses reflecting strong home-school communication, participation in decision-making bodies (SSC, ELAC, DELAC, SPAC, Community School Site Committees), and greater awareness of the Anaheim Union Educational Pledge. Student and family testimonials, along with input from Raising Student Voices and Participation (RSVP) programs, also guide continuous improvement and accountability. Ultimately, Goal 2 affirms AUHSD's commitment to co-creating schools that honor the cultural wealth of every family and intentionally build systems that are inclusive, responsive, and empowering. Through this shared work, AUHSD continues to expand a culture of connection, advocacy, and collective ownership of student success across all educational partner groups.

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	2024-25 Total Parents and Families Participation in workshops/meetings- 13,419 Total Parents and Families served via food/care packages- 12,398 Anaheim Collaborative		Total Parents and Families Participation in workshops/meetings • 20,000 Total Parents and Families served via food/care packages- 15,000 Anaheim Collaborative Family Summit	1,183 decrease in total parents and families participation in workshops/meetings 3,312 increase in total parents and families served via food/care packages There is no difference for revised

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Family Summit @CSUF -186 LCAP Parent Orientation-26 SPAC Meetings-78 DELAC Meetings-158 Simon Silva Parent Leadership Project English-17 Simon Silva Parent Leadership Project Spanish-58 Parent Leadership Academy (PLA)-127 Anaheim Collaborative Family Summit @Fullerton College-222 Google Certificate - Project Management-92 participated and 53 completed their certificates		@CSUF -200 LCAP Parent Orientation-40 SPAC Meetings-100 DELAC Meetings-170 Simon Silva Parent Leadership Project English-30 Simon Silva Parent Leadership Project Spanish-70 Parent Leadership Academy (PLA)-140 Anaheim Collaborative Family Summit @Fullerton College-250 Google Certificate - Project Management-100 participants and 70 to complete their certificates Black Parent	participation workshops/meetings because baseline is established in 2025-26 LCAP Attendance at parent and family engagement events by student group: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Black Parent Affinity Group Meetings-16 Attendance at parent and family engagement events by student group: EL: 18.28% SED: 65.98% SWD: 13.54% FY: 0.19%		Affinity Group Meetings-30 Attendance at parent and family engagement events by student group: EL: 21% SED: 70% SWD: 18% FY: 3%	
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	Data is being measured in a different way: 2024-25 LCAP Survey My student's school has provided information about the benefits of the Anaheim Union Educational Pledge with the following partners: Cypress College-82% Fullerton College-75%		90% parents and families agree that their student's school provided information about the Anaheim Union Pledge Cypress College-85% Fullerton College-78% Cal State Fullerton-77% UC Irvine-76% TGR Learning Lab-76%	5.82% increase in knowledge about the pledge (Cypress College) 2-3% decrease in specifc partner information and the pledge There is no difference for datapoints by each partner because baseline is established in 2025-26 LCAP.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Cal State Fullerton-74% UC Irvine-73% TGR Learning Lab-73%			
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	2024-25 LCAP Survey 70% parents and families have reviewed their student's six-year plan		70% parents and families have reviewed their student's six-year plan	6% increase
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	2024-25 LCAP Survey 84% 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	1% decrease
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	2024-25 Total Parents and Families Participation in AUHSD District/Site based workshops/training s- 43		Total Parents and Families Participation in AUHSD District/Site based workshops/training s - 75	0.14% decrease in Total Parents and Families Participation in AUHSD District/Site based workshops/training s

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Total Parents and Families Participation in GASELPA based workshops/trainings- 30	Total Parents and Families Participation in GASELPA based workshops/training s- 27		Total Parents and Families Participation in GASELPA based workshops/training s- 50	0.1% decrease in Total Parents and Families Participation in GASELPA based workshops/training s
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	2024-25 LCAP Survey 93% 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	1% decrease
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	2024-25 LCAP Parent Survey participants- 1,432 2024-25 LCAP Education Partner engagement participation- 117		LCAP Parent survey participants- 3,000 LCAP Education Partner engagement participation- 200	1,113 (43.7%) decrease in LCAP Parent survey participants 48 (29%) decrease in parents participating in LCAP Partner engagement

Goal Analysis [2024-25]

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.

Overall Implementation:

During the 2024–25 school year, AUHSD successfully implemented Goal 2 through a robust Community Schools approach, prioritizing culturally and linguistically responsive family and community engagement. Central to this effort was the Family and Community Engagement Support (FACES) initiative, which provided extensive programming, culturally relevant workshops, and personalized direct outreach. Over 14,000 parents and family members actively participated districtwide, underscoring substantial community interest, effective alignment with planned actions, and progress toward the district's strategic goal.

AUHSD made significant progress in connecting families with critical resources and supports. Highlights included the ongoing distribution of food and care packages, comprehensive parent education on navigating educational systems, and targeted workshops aimed at deepening parent understanding of the Anaheim Union Educational Pledge and its college partnerships. While these efforts significantly improved overall parent engagement, reflections on actual implementation indicated additional opportunities to further increase parent awareness and knowledge, particularly regarding partnerships with local colleges and universities (Cypress College, Fullerton College, CSUF, UCI, and TGR Learning Lab). Data showed approximately 18%–27% of parents expressed an interest in further expanding their understanding and involvement with these initiatives.

AUHSD addressed challenges proactively, particularly regarding outreach and engagement with historically underserved families, including foster youth, students with disabilities (SWD), and English learners. Persistent language barriers and varying comfort levels in engaging with schools were recognized as areas requiring continued, targeted attention. Nonetheless, significant successes were evident through consistently high overall participation rates, increased attendance at Community Schools events, strengthened relationships between families and school personnel, and robust parent involvement in district workshops and trainings.

Moving forward, AUHSD will build upon these successes and intentionally expand culturally responsive and trauma-informed strategies to strengthen trust, connectedness, and belonging among families, ensuring meaningful engagement and advocacy for every student and family in the district.

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.

Material differences between budgeted and estimated actual expenditures were minimal overall. Slight variances occurred primarily due to higher-than-anticipated parent and family participation in engagement activities, reflecting strong community interest and involvement. This increased engagement modestly elevated costs related to transportation, childcare services, food, and workshop materials. Effective and proactive budget management practices, combined with strategic leveraging of community partnerships and external grant funding, successfully minimized any significant financial impact. These intentional budgeting strategies enabled AUHSD to effectively meet heightened community demand without exceeding financial targets, highlighting the district's commitment to fiscal responsibility and responsiveness to community needs.

Action 2.1 – Increase Parent Engagement
Estimated actual expenditures exceeded budgeted amounts due to increased outreach efforts, expanded event offerings, and higher participation in parent workshops, leadership academies, and school-based engagement opportunities. Additional funds were allocated for interpretation services, printed materials, hospitality, and supplies to support events tailored to low-income, foster youth, and English learner

families. The growth of in-person and multilingual engagement, alongside efforts to expand access to digital platforms like Aeries and eKadence, contributed to the increased costs. These efforts align with AUHSD's broader Community Schools strategy to foster inclusive, two-way communication and partnership with families.

Action 2.4 – Community Schools Model Implementation (now a contributing action)
Estimated actual expenditures exceeded initial budget estimates due to an expansion in staffing and site-level implementation supports, including additional hours for Community School Coordinators and broader partnership development. As Community Schools programming scaled across more sites, additional resources were allocated to support family engagement, student services, and systems integration, in alignment with the four pillars of the Community Schools framework.

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

AUHSD's specific actions toward achieving Goal 2 proved highly effective overall, with some opportunities for refinement:

Family and Community Engagement (FACES Initiative):
The FACES initiative demonstrated substantial effectiveness in advancing AUHSD's Goal 2. High participation rates in districtwide workshops affirmed strong community engagement and interest. Families benefited significantly from tailored workshops that strengthened advocacy skills, improved understanding of educational systems, and deepened home-school connections. Although parent surveys indicated generally strong awareness of the Anaheim Union Educational Pledge partnerships (82% Cypress College, 75% Fullerton College, 74% CSUF, 73% UCI, and 73% TGR Learning Lab), there remain clear opportunities to enhance targeted, culturally responsive communication strategies. Moving forward, AUHSD will further refine outreach practices to ensure all families, particularly those from historically underserved groups, clearly understand and fully leverage available partnership benefits.

Community Schools Model:
The implementation of the community schools model effectively provided holistic supports integrating academic, social, emotional, and physical resources. Robust attendance at community-school events and consistently positive parent feedback underscored the effectiveness of this integrated approach. Particularly noteworthy were tailored services and workshops provided to families of students with disabilities, significantly enhancing parental knowledge and capacity to advocate for their children's specialized educational needs. Recognizing areas for continued growth, AUHSD will strategically expand culturally responsive and trauma-informed outreach to better engage and support foster youth and multilingual families, fostering deeper trust, connectedness, and belonging within the school community.

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.

Enhanced Communication on Educational Pledge Partnerships:
Given identified knowledge gaps among families regarding Anaheim Union Educational Pledge partnerships, the District will implement targeted, culturally responsive communication strategies. These will include multilingual outreach efforts, clearly articulated partnership benefits, trauma-informed dialogue sessions, and proactive community conversations facilitated by school leadership and partnership representatives, thereby deepening trust and strengthening community connections.

Strategic Engagement of Historically Underserved Families:
To proactively address persistent engagement challenges among foster youth, English learners, and families of students with disabilities, AUHSD will intentionally expand culturally responsive and trauma-informed outreach methods. Specific practices will include personalized invitations, dedicated community liaison support, enhanced multilingual communication resources, and relationship-building strategies designed to foster deeper trust and connectedness with underserved families.

Expansion of the Community Schools Model:
Strengthening school-site capacity as comprehensive family-support hubs remains a district priority. AUHSD will strategically scale up highly effective programs—including FACES workshops, food and care package distributions, and targeted family workshops for navigating special education services—ensuring increased access and effectiveness across all district sites. Additionally, professional learning for staff will emphasize trauma-informed practices and culturally affirming approaches, ensuring family and community engagement efforts reflect deep responsiveness to family needs.

Incorporation of AI and Technology for Family Engagement:
To enhance engagement and systematic monitoring, AUHSD will leverage eKadence LMS and integrated AI tools strategically to track parent participation, analyze feedback data, and streamline communication. District staff will receive expanded professional learning in effective and ethical AI use, ensuring that technology-driven approaches enhance personalized, culturally responsive, and trauma-informed family outreach and support.

Adjustment of Metrics and Monitoring Systems:
AUHSD will refine existing metrics to more effectively measure parental awareness, advocacy, and engagement. Updated metrics will explicitly track growth in parents' understanding and utilization of the Anaheim Union Educational Pledge and related partnerships. Parent and community feedback surveys will be enhanced to capture deeper, more nuanced insights—particularly from historically underserved student groups—further informing ongoing adjustments to strategies and practices.

Metrics that will be added in the 2025-2026 school year include:
Feedback from targeted multilingual communication efforts, including family perceptions on clarity, usefulness, and frequency of outreach.

Metrics disaggregated by student groups will be added. This data will be collected in the 2025-20226 school year for Actions 2.1-2.7.

Percentage of SED, EL, foster youth, and homeless families reporting increased confidence and capacity to advocate effectively for their children's educational and social-emotional needs as a result of targeted workshops and trainings.

These targeted metrics will allow AUHSD to monitor the effectiveness of specifically tailored engagement strategies, informing ongoing adjustments to improve outcomes and deepen engagement with unduplicated pupil groups.

Revised Actions:
Based on reflections from the 2024–25 implementation cycle and feedback from OCDE, Actions 2.1 (Increase Parent Engagement) and 2.2 (FACES Support) were revised to more clearly articulate how the strategies are principally directed toward the needs of socioeconomically

disadvantaged (SED), English learner (EL), and foster youth (FY) families. In Action 2.1, the revisions emphasize culturally responsive, trauma-informed parent engagement strategies designed to address barriers such as language access, transportation, and system navigation—challenges that disproportionately affect unduplicated families.

Action 2.2 was revised to more explicitly connect targeted outreach, multilingual communication, and direct support services provided by Family and Community Engagement Specialists (FACES) to specific disparities in academic performance, chronic absenteeism, and suspension rates among SED, EL, and FY students. Together, these revisions ensure a clear connection between the identified needs of unduplicated pupil groups and the design of the engagement strategies intended to support them.

Revised Action 2.4 (Community Schools model implementation): Based on reflections from the 2024–25 implementation cycle, educational partner feedback, and Community Schools site team input, Action 2.4 was revised to more clearly define how the Community Schools model supports unduplicated student groups through integrated systems of academic, wellness, and family engagement supports. While the original action focused on broad implementation of the Community Schools approach, the 2025–26 revision deepens its emphasis on equity-centered, data-informed practices, specifically designed to improve outcomes for low-income students, English learners (plurilingual), and foster youth.

Changes for the upcoming year include the identification of clearer site-level metrics disaggregated by student group (e.g., participation in wraparound services, leadership involvement, and engagement in college/career readiness programming), to better evaluate the model's impact. Community Schools sites will also strengthen alignment between academic instruction and whole-child supports by expanding professional development for staff on trauma-informed care, culturally responsive teaching, and shared leadership strategies. Additionally, the action now explicitly includes the role of Community School Coordinators in convening site-based needs and assets teams to address barriers to learning and guide programmatic decisions using a collaborative, data-driven approach.

These refinements reflect AUHSD's evolving implementation of the Community Schools model as a powerful lever for addressing systemic inequities and ensuring that all students, especially those who are historically underserved, experience inclusive, supportive, and engaging learning environments that promote academic achievement and overall well-being.

These reflective, responsive, and data-informed adjustments will support AUHSD's continued progress toward equitable, meaningful family engagement, fostering stronger school-home-community partnerships, deeper family advocacy, and improved student outcomes districtwide.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Increase Parent Engagement	School and district staff will deepen engagement, communication, and support for parents by establishing, expanding, and refining culturally responsive and trauma-informed resources available at all schools, ensuring meaningful participation from families and students. AUHSD will strategically enhance outreach and provide inclusive engagement opportunities, with targeted efforts specifically aimed at parents of low-income students, English learners, students experiencing homelessness, and foster youth. Expanded strategies include Ready Set Go workshops, Disciplina Positiva parenting workshops, Parent Leadership Academies, Parent Learning Walks, embedded mindfulness practices, personalized community outreach, multilingual communication supports, and proactive family advocacy training. These comprehensive and responsive approaches aim to foster deeper family-school connections, build trust, and empower parents to effectively support their children's educational journeys.	$9,463,137.00	Yes
2.2	Family and Community Engagement Specialists (FACES) Support	Family and Community Engagement Specialists (FACES) and translators will provide culturally affirming, trauma-informed, and language-appropriate programming to proactively support low-income families, English learners, foster youth, students experiencing homelessness, students with disabilities, and their families. This includes ensuring equitable access to school-based and community-based resources, fostering trust, and promoting family advocacy. The district commits to communicating clearly, consistently, and in multiple formats and languages. Families and staff members will have diverse, meaningful opportunities to provide input and engage in shared decision-making through site and district committees, including School Site Council (SSC), District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), Superintendent's Parent Advisory Committee (SPAC), Community Schools Steering Committee, Community School Site Committees, and Parent-Teacher-Student Associations (PTSA). These inclusive strategies will enhance family-school partnerships, encourage active participation, and ensure all voices, especially those historically underrepresented, contribute meaningfully to school and district decisions.	$3,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Engaging Parents of SWD	FACES and Community Schools staff, in close partnership with case carriers, program specialists, and school psychologists, will proactively establish, expand, and refine family engagement opportunities specifically designed for families of students with disabilities (SWD). This collaborative effort will emphasize culturally responsive, trauma-informed, and personalized approaches, empowering families by providing targeted support, relevant resources, and effective advocacy strategies. These tailored engagement opportunities will strengthen family-school partnerships, increase parental understanding of special education services, and promote meaningful involvement and collaboration for the academic and social-emotional success of students with disabilities. (Expenditures for this action are included in Action 2.2 and Action 3.2.)	$0.00	No
2.4	Community Schools Model Implementation	District and site staff will implement AUHSD's Community Schools approach to co-create schools that serve as centers of belonging, wellness, and learning, rooted in the assets and needs of each neighborhood,to support low income, English Learners, and foster youth students. This approach intentionally partners with students, families, educators, staff, and community organizations to align wraparound supports, strengthen integrated systems of support, and ensure community-rooted instructional practices. Educators will be supported in implementing culturally responsive, trauma-informed, and inclusive instruction that reflects the lived experiences of students and fosters whole-child development. By aligning community partnerships with academic learning and shared leadership structures, the Community Schools model ensures equitable access to opportunities and improved student outcomes across the district.	$4,744,832.09	Yes

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.

Goal 3 was developed to ensure that all AUHSD students, particularly those who are low-income, foster youth, and English learners (plurilingual), feel safe, supported, and connected in their school environments. This goal reflects the district's deep commitment to fostering positive school culture, physical and psychological safety, and whole-child wellness—critical conditions for learning and engagement. Student success cannot be fully realized without addressing the social, emotional, and physical needs that enable learning to occur. Through an equity lens, AUHSD recognizes that for historically underserved student groups, a nurturing and inclusive school culture plays a pivotal role in reducing barriers to academic and social success. Recent student outcome data and educational partner input helped shape this goal. Chronic absenteeism and opportunities to deepen student engagement—particularly among unduplicated student groups—point to a need for stronger relationships, increased mental health supports, and proactive culture-building. Districtwide attendance decreased from 95.2% in 2019–2020 to 91.3% in 2023–2024, with the first semester of 2024–2025 reflecting a modest increase to 92.7%. However, chronic absenteeism remains elevated, with foster youth (50%), students experiencing homelessness (41.2%), English learners (31.2%), and socioeconomically disadvantaged students (26.2%) facing the greatest challenges. These figures highlight a clear need to deepen efforts that re-engage students and families through inclusive, culturally responsive, and community-rooted school environments.

In addition to attendance data, AUHSD has prioritized feedback from students, families, and staff. In multiple LCAP focus groups and surveys, educational partners identified safety, student wellness, and school facility maintenance as critical priorities. Students emphasized the importance of having access to mental health services, trusted adults, and clean, welcoming learning environments. In response, the District continues to invest in campus-wide initiatives that promote belonging and well-being, such as the implementation of school-based mental health services, licensed clinical social workers (LCSWs), campus-wide socio-emotional learning programs, and restorative practices training for staff. Equally important is AUHSD's recognition that physical learning spaces contribute to students' academic and emotional well-being. Upgraded facilities—classrooms, wellness centers, safe gathering spaces, and recreational areas—signal that students are valued, while also promoting a safe, respectful, and engaging learning environment. Educational partner feedback consistently named facilities as an area of concern, and Goal 3 ensures that schools are maintained in good repair and aligned with student wellness goals.

To monitor the effectiveness of this goal, AUHSD uses a variety of metrics including:

-Attendance and chronic absenteeism data (disaggregated by student group)
-Suspension and expulsion rates
-Dropout data
-Student survey responses about school climate, safety, and belonging
-Access to and utilization of socio-emotional and mental health supports
-Participation in culture-building initiatives such as Raising Student Voices and Participation (RSVP)
-Facility inspection data on school sites maintained in “good repair”

These indicators are reviewed in conjunction with student voice and site-level implementation data to ensure actions remain responsive, impactful, and equity-centered. By centering the physical, emotional, and cultural environment of schools, Goal 3 reflects AUHSD’s belief that thriving school communities are built through safe campuses, strong relationships, and a commitment to wellness. The goal not only addresses areas of need, but affirms that every student deserves to learn in an environment where they are seen, heard, and supported to reach their full potential.

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	2024-2025 1st Semester: 92.7%		95% attendance rate	1.4% increase in attendance
3.2	Chronic absenteeism rate - District	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% EL- 33.4% HOM- 43.9%	2023-24 District- 24.7% SED- 27.4% EL- 34.5% SWD- 39.3% FY- 55.8% 2023-24 District groups in the Red for Chronic Absenteeism: All- 23.2% EL- 31.2%		District- 15% SED- 18% EL- 23% SWD- 26% FY- 29% 2022-23 District groups in the Red for Chronic Absenteeism: All- 15% EL- 23% HOM- 33%	District- 0.3% decrease SED- 1.5% decrease EL- 1.1% increase SWD- 3.2% increase FY- 16.4% increase District groups in the Red for Chronic Absenteeism:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED- 28.9% SWD- 36.1% AA- 33.2% AI- 31.3% HI- 29.9% PI- 47.6%	HOM- 41.2% SED- 26.2% SWD- 33.9% AA- 27.2% AI- 22.9% HI- 27.3% PI- 26.3% FY- 50% WH- 22.2%		SED- 18% SWD- 26% AA- 23% AI- 21% HI- 19% PI- 37% FY- 40% WH- 15%	All- 1.8% decrease EL- 2.2% decrease HOM- 2.7% decrease SED- 2.7% decrease SWD- 2.2% decrease AA- 6% decrease AI- 8.4% decrease HI-2.6% decrease PI- 21.3% decrease FY- N/A WH- N/A
3.3	Chronic Absenteeism rate - School Site	2022-23 Schools and subgroups in the Red for Chronic absenteeism: Ball JHS All students- 33.1% EL- 34.5% Hispanic/Latino- 34.7% Homeless- 50% SWD- 43% White- 47.8% Brookhurst JHS All students- 28.8% EL- 33.9% Hispanic/Latino- 29.5% Homeless- 44.4% SED- 29.9%	2023-24 Schools and subgroups in the Red for Chronic absenteeism: Ball JHS All students- 33.1% EL- 34.6% Hispanic/Latino- 33.2% Homeless- 41.9% SWD- 38.9% White- 33.3% Brookhurst JHS All students- 30.5% EL- 38.59%		Schools and subgroups in the Red for Chronic absenteeism: Ball JHS All students- 30% EL- 30% Hispanic/Latino- 31% Homeless- 47% SWD- 40% White- 44% Brookhurst JHS All students- 25% EL- 30% Hispanic/Latino- 26%	Schools and subgroups in the Red for Chronic absenteeism: Ball JHS All students – 0.0% EL – (0.1%) Hispanic/Latino- (1.5%) Homeless- (8.1%) SWD- (4.1%) White- (14.5%) Brookhurst JHS All students – 1.7% EL – 4.69%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD- 39.1% Dale JHS All students- 29% White- 36.5% Orangeview JHS All students- 29.7% EL- 30.3% Hispanic/Latino- 29.6% SED- 31.3% SWD- 39% White- 44.4% South JHS All students- 32.9% EL- 38.5% Hispanic/Latino- 32.9% 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%	Hispanic/Latino- 30.7% Homeless- 50% SED- 32.5% SWD- 38.8% White- 40.5% Dale JHS All students- 27.1% EL- 31.1% Homeless- 45.5% White- 33.9% Lexington JHS SWD- 23.4% White - 17% Orangeview JHS All students- 30.2% EL- 29.7% Hispanic/Latino- 32.1% SED- 31.4% SWD- 37.2% White- 36.5% South JHS All students- 31.2% EL- 35.6% Hispanic/Latino- 31.3% Homeless- 43.9% SED- 32.2% SWD- 39.3%		Homeless- 41% SED- 26% SWD- 36% White- 37% Dale JHS All students- 26% EL- 28% Homeless- 40% White- 33% Lexington JHS SWD- 20% White- 14% Orangeview JHS All students- 26% EL- 27% Hispanic/Latino- 26% SED- 28% SWD- 36% White- 41% South JHS All students- 29% EL- 35% Hispanic/Latino- 29% Homeless- 57% SED- 30% SWD- 36% White- 37% Sycamore JHS All students- 30% EL- 36%	Hispanic/Latino – 1.2% Homeless – 5.6% SED – 2.6% SWD – (0.3%) White – (7.3%) Dale JHS All students- (1.9%) EL – (2.8%) Homeless – (4.5%) White- (2.6%) Lexington JHS SWD- N/A White- N/A Orangeview JHS All students – 0.5% EL- (8.8%) Hispanic/Latino – 2.5% SED – 0.1% SWD- (1.8%) White- (7.9%) South JHS All students- (1.7%) EL- (2.9%) Hispanic/Latino- (1.6%) Homeless- (16.1%) SED- 5.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White- 36.4% Sycamore JHS All students- 25.4% EL- 31.3% Hispanic/Latino - 25.4% Homeless- 32.1% SED- 26% SWD- 33.7% Walker JHS All students- 16.2% EL- 25.6% Hispanic/Latino- 21.8% SED- 20% Homeless- no performance color		Hispanic/Latino- 31% Homeless- 47% SED-31% SWD- 33% Walker JHS All students- 15% EL- 21% Hispanic/Latino- 21% SED- 21% Homeless- 47%	SWD – N/A White- (4.4%) Sycamore JHS All students- (8.1%) EL- (7.8%) Hispanic/Latino- (8.6%) Homeless- (18.8%) SED- (8.4%) SWD- (2.7%) Walker JHS All students- (2.5%) EL- 1.1% Hispanic/Latino- (2.3%) SED- (4.6%) Homeless- N/A
3.4	Middle school dropout rate	2022-23 .0006%	2023-24 .0006%		.0006%	No difference from baseline
3.5	High School dropout rate	C/O 2023 4.1%	C/O 2024 4.1% SED-4.2% SWD-6.4% EL-9.3% FY-6.7%		2.5% SED- 0.5% SWD- 0.5% EL- 0.5% FY- 0.5%	No difference from baseline SED- N/A SWD- N/A EL- N/A FY- N/A
3.6	Suspension rate	2022-2023 District-3.8% SED-4.4%	2023-24 District-4.1% SED-4.7%		District- 2% SED- 2% EL- 3%	District – 0.3% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD-5.5% EL-6.5% 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%	SWD-6.2% EL-6.6% FY-16.6% (Red Indicator) Junior High Schools with Red Indicators: Ball JHS Homeless- 8.6% LTELs-8.9% SWD-10.0% Dale JHS SWD- 12.5% Orangeview JHS EL- 13.7% LTELs-14.2% White- 3.8% South JHS LTELs-12.6% SWD-10.3% Sycamore JHS Homeless- 5.9% SWD-10.7% Walker JHS African American/Black-3.3% High Schools with Red Indicators:		SWD- 2% FY- 5% Junior High Schools with Red Indicators: Ball JHS Homeless- 6% LTELs-8.9% SWD-10.0% Dale JHS SWD- 6% Orangeview JHS EL- 4% LTELs-11% White- 7.5% South JHS LTELs- 9% SWD- 7% Sycamore JHS Homeless- 7.5% SWD- 7% Walker JHS African American/Black-6% High Schools with Red Indicators:	SED – 0.3% increase SWD – 0.7% increase EL – 0.1% increase FY – 2.9% increase Junior High Schools with Red Indicators: Ball JHS Homeless – (3.9%) LTELs – N/A SWD – N/A Dale JHS SWD – (0.8%) Orangeview JHS EL – 5.4% White – 11.4% LTELs – N/A South JHS LTELs – N/A SWD – N/A Sycamore JHS Homeless – (8.9%) SWD – N/A Walker JHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Anaheim HS Homeless- 7.8% J. F. Kennedy HS Homeless- 11.1% Savanna HS EL- 5% SWD- 6.3%		Anaheim HS Homeless- 5% J. F. Kennedy HS Homeless- 6% Savanna HS EL- 3% SWD- 3%	African American/Black – (9.6%) High Schools with Red Indicators: Anaheim HS Homeless- (2.5%) J. F. Kennedy HS Homeless- (1.6%) Savanna HS EL- (1.3%) SWD- (1.1%)
3.7	Expulsion rate	2022-23 0.00%	2023-24 0.00%		0.00%	No difference from baseline
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)	2024-25 LCAP Student Survey 85% agree knowing where to get mental health support, if needed (i.e. school counselor, social worker, psychologist) District- 85% SED- 85% SWD- 84% EL- 88% FY- 83%		LCAP Student survey 90% agree knowing where to get mental health support, if needed (i.e. school counselor, social worker, psychologist) District- 88% SED-88% SWD-87% EL- 88% FY-86%	2% increase District- N/A SED- N/A SWD- N/A EL- N/A FY- N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	Fall 2024-25 Students receiving direct services from a Social worker- 1,121 students		Students receiving direct services from a Social worker - 3000 students	Decrease by 1,002
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	2024-25 LCAP Student Survey 90% of students feel accepted at their school for who they are District- 82% SED- 80% SWD- 72% EL- 77% FY- 75%		90% of students feel accepted at their school for who they are District-85% SED-83% SWD-80% EL-85% FY80%	3% increase District- N/A SED- N/A SWD- N/A EL- N/A FY- N/A
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	2024-25 LCAP Student Survey 82% 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 their classes	3% increase
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	2024-25 LCAP Student Survey 84% are cared for and treated with kindness in all of		84% are cared for and treated with kindness in all of their classes or	3% increase District- N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		more than half their classes	their classes or more than half their classes District- 84% SED- 83% SWD- 75% EL- 79% FY- 80%		more than half of their classes District-87% SED-86% SWD-80% EL-83% FY-83%	SED- N/A SWD- N/A EL- N/A FY- N/A
3.13	LCAP Student Survey - Connection: Caring about Other Students	2024 LCAP Student survey 64% care about other students at their school	2024-25 LCAP Student Survey 85% care about other students at their school		67% care about other students at their school	21% increase
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	2024-25 LCAP Student Survey 84% 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	15% increase
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	2024-25 LCAP Student Survey 78% 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	2% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.16	LCAP Survey - Sense of Safety & CA Healthy Kids Survey	2024 LCAP Survey 52.4% of students state they feel safe while at school	2024-25 CA Healthy Kids Survey 28% safe place for staff (strongly agree) 28% safe place for students (strongly agree) 30% safe place according to parents (strong agree)		70% of students state they feel safe while at school 70% of staff state school is a safe place 70% of parents state school is a safey place	no baseline
3.17	Sense of school connectedness	2024 LCAP Student Survey 87% state they feel connected to their school 69% state they have an adult they can approach	2024 LCAP Student Survey 84% state they feel connected to their school 74% state they have an adult they can approach		65% state they feel connected to their school 85% state they have an adult they can approach	3% decrease 5% increase
3.18	School facilities are maintained in good repair	2023-24 100% of facilities are in good repair as documented by the Facilities Inspection Tool	2023-2024 100% of facilities are in good repair as documented by the Facilities Inspection Tool 2024-25 LCAP Survey		100% of facilities are in good repair as documented by the Facilities Inspection Tool	no difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Student: 74% agree their school is clean and well-maintained. Parent/Guardian: 91% agree student's school is clean and well-maintained Staff: 84% agree their school site is clean and well-maintained			

Goal Analysis [2024-25]

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.

In 2024–25, AUHSD implemented Goal 3 with a strong commitment to fostering a safe, positive, and inclusive school culture that supports the whole child, particularly students who are low income, foster youth, and English learners (plurilingual). Actions focused on increasing access to socio-emotional supports, improving attendance, supporting student mental health, maintaining facilities in good repair, and creating conditions for belonging. A key part of the district's strategy included expanding access to counseling services, social-emotional learning, and wellness centers across school sites.

The district made meaningful progress in student perception data related to school culture. According to the 2024–25 LCAP Student Survey, 90% of students reported feeling accepted at school for who they are—up from 87% the previous year. Additionally, 82% of students reported receiving what they need to be successful in all or most of their classes (up from 79%), and 84% shared that they are treated with kindness in their classrooms (up from 81%). These trends indicate an improved sense of belonging and a more supportive classroom climate across the district.

However, despite some improvements, challenges persisted in student attendance and behavior. While overall chronic absenteeism decreased slightly from 25% in 2022–23 to 24.7% in 2023–24, certain groups—particularly foster youth (55.8%) and students with disabilities (39.3%)—continue to experience disproportionately high rates. Similarly, while the overall suspension rate increased only slightly districtwide (+0.3%), suspension rates for foster youth and English learners rose more significantly (+2.9% and +0.1%, respectively), highlighting the need for more targeted support and restorative practices.

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.

Action 3.1 – Improve Attendance
Estimated actual expenditures were slightly above projections due to increased staffing needs, including overtime and expanded outreach efforts led by Attendance Task Force teams. Additional home visits, recognition programs, and attendance interventions were implemented to support chronically absent students, especially among foster youth and English learners.

Action 3.2 – Mental and Physical Health
Expenditures for this action exceeded budgeted amounts, largely due to the expansion of student wellness services, professional development for staff in restorative practices, and increased student access to school-based mental health supports. The district also utilized additional community partnerships to extend SEL programming and group counseling services.

Action 3.3 – Counseling Support
A material difference is anticipated between the budgeted and estimated actual expenditures for Action 3.3. While $4 million was originally budgeted, estimated actuals are projected to be approximately $3.378 million. This variance is primarily due to lower-than-expected expenditures on counselor extra pay and professional learning compared to the previous year. Despite this reduction, core counseling services and student support structures remained in place to address the academic, social-emotional, and college/career readiness needs of all students, particularly unduplicated pupils.

Action 3.4 – Upgrade Facilities
A material difference is anticipated between the budgeted and estimated actual expenditures for Action 3.4. Although $20 million was originally budgeted, estimated actuals total $16.608 million, with $15.684 million funded through federal resources and $924,115 through LCAP funds. The difference is due to the strategic use of available federal funds to support facility upgrades and maintenance, allowing the District to preserve LCAP dollars while still meeting objectives related to providing clean, safe, and well-maintained learning environments.

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

The actions aligned to Goal 3 were largely effective:

Action 3.1 – Socio-emotional and Mental Health Supports: Implementation of wellness centers and increased counselor availability directly contributed to students' sense of acceptance and emotional safety. Increased student reports of kindness and classroom support reflect the success of these services.

Action 3.2 – Attendance and Behavior Interventions: While there was a modest districtwide improvement in chronic absenteeism, foster youth and SWD continue to be overrepresented in this metric. Similarly, school suspension data showed persistently high rates for specific

subgroups. This indicates that although the systems in place are effective for many, they are not yet adequately addressing the needs of the most vulnerable students.

Action 3.3 – Facilities in Good Repair: In 2023–24, 100% of district facilities were documented as being in "good repair" according to the Facilities Inspection Tool, demonstrating AUHSD's continued investment in maintaining safe and functional school environments. Perception data from the 2024–25 LCAP Survey further supports this effort: 91% of parents/guardians, 84% of staff, and 74% of students agreed that their school is clean and well-maintained. While there is alignment across stakeholder groups, the lower percentage among students suggests a need to explore student-specific facility concerns and further engage students in the shared responsibility of maintaining a clean and welcoming campus environment. Overall, this action continues to contribute to a positive and inclusive school climate that supports safety, belonging, and learning.

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.

Changes for the Coming Year (2025–26)
Based on data analysis and stakeholder feedback, the following changes will be implemented:

Expanded Interventions for Foster Youth and SWD: In response to rising chronic absenteeism and suspension rates among these student groups, AUHSD will enhance site-based interventions, including increased mentorship, counseling, and restorative practices tailored to these populations.

Refined Attendance Monitoring Systems: Attendance teams will use more real-time data dashboards and early-warning systems to better identify and intervene with students showing signs of disengagement.

Restorative Practices & Behavior Supports: Additional professional development and site-level coaching will focus on equitable disciplinary practices to reduce disproportionality in suspension rates for EL, FY, and SWD students.

Student Voice & Belonging Initiatives: Given the positive impact of school climate and belonging on student engagement, AUHSD will continue to elevate youth voice through student leadership programs, forums, and surveys, while expanding social-emotional learning initiatives to strengthen the culture of care across all campuses.

These adjustments are aimed at building on progress made while ensuring that all students—particularly the most vulnerable—experience school as a place of safety, belonging, and opportunity.

Changes to Actions for the coming year that resulted from reflections on prior practice:
Action 3.1 was revised to improve clarity and explicitly identify low-income students, foster youth, and English learners (plurilingual) as the focus of targeted attendance supports. The language was refined to emphasize strengthening systems, increasing engagement, and improving student outcomes for these student groups.

Based on reflections from the 2024–25 educational partner engagement process, Action 3.3 (Counseling Support) was revised to explicitly incorporate recommendations from stakeholder focus groups. Educational partners identified the need for expanded counselor access, reduced student-to-counselor ratios, and additional counselor capacity to specifically support dual enrollment, restorative practices, work-based learning, internships, and Career Technical Education (CTE) pathways. These enhancements directly respond to stakeholder input emphasizing personalized academic, social-emotional, and college and career counseling supports for low-income, foster youth, McKinney-Vento, and English learner (plurilingual) students. These targeted revisions will further strengthen equitable student outcomes, graduation rates, and readiness for post-secondary success.
Revised action 3.3:
School counselors and support staff will develop and implement standards-based school counseling programs that monitor student academic progress, deliver support services, and support the Anaheim Pledge to ensure students, with an emphasis on low-income, foster youth, and English learners (plurilingual students), graduate and are prepared for post-secondary options. The District will adopt national counseling standards, provide appropriate professional learning, and monitor implementation; reduce student/counselor ratios by adding counselors where feasible and/or maintaining counselors in order to increase counseling services provided to students; continue to support schools in providing each student with an individualized six-year, student academic plan that is college and career aligned; support a comprehensive transition plan for all 7th- and 9th-grade students (e.g., new student orientations, campus tours, and Link Crew); ensure that McKinney-Vento, foster youth, English learner (plurilingual), and low-income students are enrolled in appropriate academic programs, including credit recovery, A-G classes, AP classes, summer school, tutoring resources, and transferring youth are awarded credit for all work completed, including partial credits; expand counselor access across sites to ensure equitable, personalized academic, career, and social-emotional guidance, explicitly focusing on dual enrollment, restorative practices, work-based learning, internships, and Career Technical Education (CTE) pathways, with targeted supports provided specifically for low-income, foster youth, and English learners (plurilingual students); and hire additional counselors to specifically expand academic guidance, college and career counseling, and targeted support for social-emotional learning for all students, prioritizing marginalized subgroups such as foster youth, McKinney-Vento, and low-income students.

Action 3.4 was revised to clarify that facility upgrades are intended to benefit all students by supporting safe, healthy, and inclusive learning environments that contribute to a positive school climate.

Changes to Metrics:
For metric 3.16, there was an error in the 24-25 LCAP survey. The LCAP survey did not include a question on students, parents, and teacher on the sense of safety, however, the LEA used the CA Healthy Kids Survey data to measure students, parents, and teachers sense of safety for the 24-25 school year. For the 25-26 school year, the LEA will include this question in the LCAP survey for students, parents, and teachers. The metric 3.16 and action 3.2 will be used to measure students, parents, and teachers sense of safety.

Enhanced Use of Disaggregated LCAP Survey Data for Targeted Support and Equity:
Reflecting on prior practices and informed by feedback from OCDE, AUHSD recognizes the importance of refining metrics and improving data disaggregation for specific LCAP survey items (Metrics 3.8–3.18) to better capture the experiences and outcomes of socioeconomically disadvantaged (SED), English learner (EL), and foster youth (FY) students. While attendance, chronic absenteeism, and suspension data have consistently been analyzed in a disaggregated manner, this refinement for survey metrics represents a targeted effort to deepen understanding of students' sense of belonging, connectedness, mental health awareness, and perceptions of safety. By implementing this enhanced analysis starting this year and continuing into subsequent years, AUHSD aims to use more precise student voice data to directly

inform improvements, identify gaps, and implement targeted interventions, thereby advancing more equitable, responsive, and effective supports for these student groups.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Improve Attendance	District administrators, in collaboration with specialized staff, will strengthen districtwide systems for identifying and supporting students with significant truancy and chronic absenteeism. This action will place a specific emphasis on improving attendance for low-income students, foster youth, and English learners (plurilingual), who face systemic barriers that impact consistent school attendance. Targeted strategies will be used to increase engagement and ensure these students are fully supported to access learning opportunities, stay connected to school, and improve student outcomes.	$8,200,117.00	Yes
3.2	Mental, Physical, Behavioral, and Socioemotional Health	Staff will implement programs and systems to support the mental, physical, behavioral and socioemotional health of students, with an emphasis on low income, foster youth, English learners (plurilingual) students to reduce student suspensions, improve student learning, and promote well-being. The District will: 1) continue to support implementation of MTSS, Capturing Kids Heart and PBIS, which includes increased mental health resources to meet the social and emotional needs of students, 2) continue to offer training on mindfulness and brain aligned strategies for students and staff, 3) continue to develop alternatives to suspension, including restorative practices, and 4) continue to support the District Discipline Committee to look into specific issues such as junior high school suspensions and alternatives to suspension.	$15,213,197.77	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	$3,378,553.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
3.4	Upgrade Facilities	Upgrade and maintain school facilities and address maintenance needs to ensure all students have access to safe, healthy, and inclusive learning environments that support student well-being and promote a positive school climate.	$16,608,628.00	No
3.5	Foster Youth Support	Staff will provide academic and social-emotional support for foster youth and McKinney-Vento students in order to increase student engagement, academic achievement, and post-secondary readiness. The District will: 1) increase course selection and course access for foster youth and McKinney-Vento students, 2) provide additional instructional materials to foster youth and McKinney-Vento students, 3) continue to support and monitor foster youth task force recommendations, 4) increase outreach services for foster youth and McKinney-Vento students, 5) develop mentoring programs for foster youth and McKinney-Vento students, 6) continue to engage a cross-agency, multi-disciplinary educational team to support the educational success of McKinney-Vento and foster youth students, and 7) provide transportation for McKinney-Vento, and foster youth students.	$365,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 2022-2026 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 exploratation. 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%	Gilbert HS C/O 2024 All students - 80% EL - 78.3% SED - 80.2% SWD - 84.2% Homeless - 81% Hispanic/Latino - 80.1%		All students - 67% EL - 63% SED - 65% SWD - 68% Homeless - 60% Hispanic/Latino - 67%	All students – +15.9% EL – +16.7% SED – +15.8% SWD – +17.5% Homeless – +22.1% Hispanic/Latino – +16.2%
4.2	College/Career	Gilbert HS 2022-23 All students - 2.6% prepared EL - 0.8% prepared SED - 2.7% prepared	Gilbert HS 2023-24 All students - 6.4% prepared		All students - 5% prepared EL - 2% prepared SED - 4% prepared	All students – +3.8% EL – +6.1% SED – +3.8% SWD – (1.2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD - 3.2% prepared Homeless - 2.3% prepared Hispanic/Latino - 1.1% White - 9.7%	EL - 6.9% prepared SED - 6.5% prepared SWD - 2% prepared Homeless - 4.5% prepared Hispanic/Latino - 6.9% White - 0%		SWD - 4% prepared Homeless - 4% prepared Hispanic/Latino - 2% White - 10%	Homeless – +2.2% Hispanic/Latino – +5.8% White – (9.7%)
4.3	English learner progress indicator (ELPI)	Gilbert HS 2022-23 16.9% making progress towards English proficiency	Gilbert HS 2023-24 13.9% making progress towards English proficiency		20% making progress towards English proficiency	3% decline
4.4	EL Reclassification rate	Gilbert HS 2022-2023 8.1%	Gilbert HS 2023-2024 2.9%		10% reclassification rate	5.2% decline
4.5	State Seal of Biliteracy	Gilbert HS 2022-23 3 number of State Seals of Biliteracy	Gilbert HS 2023-24 3 number of State Seals of Biliteracy		5 number of State Seals of Biliteracy	no difference from baseline
4.6	State Seal of Civic Engagement	Gilbert HS 2023-24 20 number of State Seals of Civic Engagement	Gilbert HS 2023-24 20 number of State Seals of Civic Engagement		40 number of State Seals of Civic Engagement	no difference from baseline
4.7	Attendance rate	Gilbert HS 2023-24 68.14%	Gilbert HS 2023-24 62.59%		70% attendance rate	5.55% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.8	Suspension rate	Gilbert HS 2022-23 All students - 3.6% EL - 3.4% SED - 3.7% SWD - 4.8% Homeless - 3.7%	Gilbert HS 2023-24 All students - 1% EL - 0.7% SED - 1% SWD - 1.2% Homeless - 0%		All students - 2% EL - 2% SED - 2% SWD - 3% Homeless - 2%	All students – (2.6%) EL – (2.7%) SED – (2.7%) SWD – (3.6%) Homeless – (3.7%)
4.9	CAASPP ELA results	Gilbert HS 2022-23 All students - 12.37% met or exceeded standard EL - 1.35% SED - 12.57% SWD - 0.00%	Gilbert HS 2023-24 All students - 6.98% met or exceeded standard EL - 1.75% SED - 7.44% SWD - 0.00%		All students - 15% met or exceeded standard EL - 3% SED - 15% SWD - 2%	All students – (5.39%) EL – +0.40% SED – (5.13%) SWD – 0.00%
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%	Gilbert HS 2023-24 All students - 0.00% met or exceeded standard EL - 0.00% SED - 0.00% SWD - 0.00%		All students - 3% met or exceeded standard EL - 2% SED - 3% SWD - 2%	All students – (1.04%) EL – 0.00% SED – (1.12%) SWD – 0.00%

Goal Analysis [2024-25]

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.

Overall Implementation

In 2024–25, Gilbert High School implemented Goal 4 with a focused, multi-pronged approach to improve graduation outcomes for all students, particularly English learners (plurilingual), socioeconomically disadvantaged youth, students with disabilities, and students experiencing homelessness. The school aligned its work with the AUHSD Career Preparedness Systems Framework (CPSF), emphasizing social-emotional support, attendance, career technical education, and staff professional development.

Across the year, significant gains were made in student outcomes. The graduation rate increased from 64.1% to 80%, with all key student groups showing double-digit improvements. Suspension rates declined across the board, with an overall reduction from 3.6% to 1%. Students experiencing homelessness, who had a 3.7% suspension rate in 2022–23, recorded a 0% suspension rate in 2023–24. These outcomes reflect the impact of targeted supports under Action 4.1, including increased mental health services, mentorship, and attendance outreach.

Career and college readiness metrics also improved. College/Career Indicator (CCI) preparedness rose from 2.6% to 6.4% overall, with English learners increasing from 0.8% to 6.9%, and socioeconomically disadvantaged students from 2.7% to 6.5%. These gains can be attributed to efforts under Action 4.2, including the expansion of the AIME program and hands-on technical learning through the Spyder Lab. However, CAASPP scores in ELA and Math declined or remained flat, with ELA performance dropping from 12.37% to 6.98%, and Math performance falling to 0%. This signals a continued need for academic intervention and instructional refinement.

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.

There were no significant material differences between budgeted and estimated actual expenditures for Goal 4. Resources were allocated as planned to support staffing, mental health services, technical equipment for the Spyder Lab, professional learning opportunities, and partnerships. Any slight increases in expenditures for professional development or counseling services were offset by lower-than-expected costs in other categories, such as facility-based investments.

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

Effectiveness of Specific Actions

Action 4.1 – Social-Emotional Support and Attendance:
This action was highly effective. The significant increase in graduation rates across all student groups and the steep decline in suspension rates are clear indicators of progress. Outreach and wellness services helped build stronger student connections and removed barriers to attendance, particularly for students experiencing homelessness and English learners. However, chronic absenteeism remains a concern, and additional layered support will be explored in the coming year.

Action 4.2 – Career Technical Education (CTE) Preparedness:
The expansion of the AIME program and the embedded use of the Spyder Lab contributed to measurable increases in CCI preparedness. Students gained access to internships, technical training, and career exploration opportunities. The positive impact of this action was particularly evident in the growth seen among EL, SED, and homeless youth. Continued investment in real-world learning experiences will remain a priority.

Action 4.3 – Professional Learning and Planning Time:
Teachers engaged in professional development aligned with the CPSF and state-adopted standards. Planning time supported collaboration and enabled staff to adapt instruction to student needs. However, the drop in CAASPP ELA and Math performance suggests that future learning opportunities should include a greater focus on differentiated instruction, literacy strategies, and foundational skills in mathematics.

Action 4.4 – Administrative Leadership and Professional Learning:
Leadership coaching, conference participation, and professional learning opportunities strengthened the school's capacity to lead transformational work. These efforts supported schoolwide implementation of restorative practices, culturally responsive teaching, and inclusive decision-making. Administrators reported increased confidence in supporting teachers and responding to the academic and social-emotional needs of their students.

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.

Changes for the Coming Year (2025–26)
As a result of reflection on the past year's outcomes and practices, Gilbert High School will make several key adjustments:

Increase instructional supports in ELA and Math to directly address the decline in CAASPP performance, including intervention blocks, targeted tutoring, and deeper integration of foundational literacy and numeracy strategies.

Expand chronic absenteeism interventions, especially for students with disabilities and English learners, through increased check-ins, restorative circles, and improved data monitoring systems.

Deepen integration of AI tools and digital portfolios aligned with the CPSF to better track student progress, improve feedback, and support college and career readiness.

Continue to refine professional learning structures to emphasize high-leverage instructional practices, culturally responsive pedagogy, and inclusive supports for students with disabilities and multilingual learners.

These refinements are grounded in data and designed to build on the positive momentum in graduation and engagement, while directly addressing academic gaps and equity-based challenges.

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.

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 or AIME, which provide internships, apprenticeships, and real-world learning experiences necessary for success in both college and their future careers.	$300,000.00	No
4.3	Professional learning and planning time	Gilbert High School will enhance professional learning and planning time for teachers and staff. This will ensure that teachers are equipped with evidence-based strategies and content knowledge aligned with current state-adopted standards and the AUHSD Career Systems Preparedness Framework (CPSF). By providing dedicated time for collaborative planning, professional learning, conference attendance and materials, and continuous learning opportunities, Gilbert HS will foster an environment where teachers can share best practices, innovate pedagogical techniques, and tailor instruction to meet the diverse needs of all students, ultimately contributing to higher graduation rates and improved student engagement and academic outcomes.	$130,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Administrative leadership and Professional learning	Gilbert High School will invest in administrative leadership and professional learning, which may include professional coaching for administrators (Awareness in Motion), conference attendance and materials, which may include Learning Forward, Equity Conference, PBIS, CABE, etc. Targeted professional development, leadership training programs, and opportunities for collaborative learning will empower the school's administrators to 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 2025-2026 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 refelect 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%	Polaris IS 2023-24 All students - 90% EL - 87.8% SED - 90.3% Homeless - 88.9% Hispanic/Latino-97.9%		All students - 87% EL - 80% SED - 85% Homeless - 79%	All students – +6.1% EL – +9.1% SED – +6.8% Homeless – +11.7% Hispanic/Latino – new in 2023–24 (no baseline to compare)
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%	Polaris IS 2023-24 All students - 12.8% prepared EL - 3.5% prepared SED - 12% prepared Homeless - 6.8% prepared Hispanic/Latino - 8.7%		All students - 15% prepared EL - 3% prepared SED - 15% prepared Homeless - 9% prepared Hispanic/Latino - 12%	All students – +0.9% EL – +3.5% SED – +0.6% Homeless – (0.5%) Hispanic/Latino – (0.5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	English learner progress indicator (ELPI)	Polaris IS 2023 19.8% making progress towards English proficiency	Polaris IS 2023-24 18.8% making progress towards English proficiency		25% making progress towards English proficiency	EL – (1.0%)
5.4	EL Reclassification rate	Polaris IS 2023 4.7% reclassification rate	Polaris IS 2023-24 2.9% reclassification rate		8% reclassification rate	EL – (1.8%)
5.5	State Seal of Biliteracy	Polaris IS 2022-23 2	Polaris IS 2023-24 3		Number of State Seals of Biliteracy 5	increased by 1 student
5.6	State Seal of Civic Engagement	Polaris IS 2023 25	Polaris IS 2024 33		30 number of State Seals of Civic Engagement	increased by 8 students
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%	Polaris IS 2023-24 All students- 36% Exceeded/Standard Met SED- 32% EL-3% LTEL- 0.00% SWD- N/A% FY- N/A Homeless- N/A Hispanic/Latino- 30%		All students- 40% Exceeded/Standard Met SED- 35% EL-13% LTEL- 5% SWD- 17% FY- N/A Homeless- N/A Hispanic/Latino- 35%	All students – (2.2%) SED – (0.2%) EL – (7.0%) LTEL – 0.00% Hispanic/Latino – (2.11%) SWD, FY, and Homeless – N/A (no data provided for 2023–24)
5.8	CAASPP Math results	Polaris IS 2022-23 All students- 9.42% Exceeded/Standard Met	Polaris IS 2023-24 All students- 4.27%		All students- 13% Exceeded/Standard Met	All students – (5.15%) SED – (2.46%) EL – (5.26%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED- 5.46% EL- 5.26% LTEL- 0.00% SWD- 0.00% FY- N/A Homeless- N/A Hispanic/Latino- 5.82%	Exceeded/Standard Met SED- 3% EL- 0% LTEL- 0% SWD- N/A FY- N/A Homeless- N/A Hispanic/Latino1.56%		SED- 8% EL- 8% LTEL- 5% SWD- 5% FY- N/A Homeless- N/A Hispanic/Latino- 8%	LTEL – 0.00% Hispanic/Latino – (4.26%) SWD, FY, and Homeless – N/A (no data provided for 2023–24)

Goal Analysis [2024-25]

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.

Overall Implementation

In 2024–25, Polaris Independent Studies implemented Goal 5 with a strategic focus on preparing students for college and career through expanded counseling services, academic supports, and career readiness pathways. The school aligned its work with the AUHSD Career Preparedness Systems Framework (CPSF), offering tailored guidance and socio-emotional supports to address the unique needs of students, particularly English learners (plurilingual), Hispanic/Latino students, homeless youth, and socioeconomically disadvantaged students. Implementation remained consistent with planned actions, with no substantive deviations; however, challenges related to English learner outcomes and CAASPP performance in both ELA and Math persist.

Key successes included a substantial increase in the graduation rate, which rose from 83.9% to 90%, with gains across all key student groups. Homeless youth, for example, improved from 77.2% to 88.9%, and English learners increased from 78.7% to 87.8%. Additionally, 33 students earned the State Seal of Civic Engagement, up from 25 the previous year. However, academic performance metrics showed a slight decline. CAASPP ELA scores dropped from 38.2% to 36% overall, and CAASPP Math scores fell from 9.42% to 4.27%. While the College/Career Indicator showed modest overall growth (+0.9%), several student groups (Hispanic/Latino and homeless youth) saw slight declines in readiness.

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.

There were no significant material differences between budgeted and estimated actual expenditures for this goal. Funding was appropriately used to support expanded counseling staff, dual enrollment coordination, and student access to academic and career readiness opportunities. Any slight cost increases—such as additional hours for tutoring or counseling—were balanced by cost savings in materials or partnerships.

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

Effectiveness of Specific Actions

Action 5.1 – College and Career Readiness:
This action showed clear success in improving graduation rates and providing holistic student supports. The increased counseling services contributed directly to improved student tracking, engagement, and access to resources. Growth in graduation rates among English learners, socioeconomically disadvantaged students, and homeless youth illustrates the impact of this targeted support. Likewise, Polaris continued to offer CTE and college dual enrollment opportunities, contributing to a modest increase in CCI readiness.

However, academic proficiency in both ELA and Math requires further attention. ELA scores declined by (2.2%) overall, and Math by (5.15%), with EL students scoring 0% in Math and only 3% in ELA. The English Learner Progress Indicator (ELPI) also decreased from 19.8% to 18.8%, and the EL reclassification rate fell from 4.7% to 2.9%. These indicators suggest that while the socio-emotional and graduation-focused supports are effective, academic interventions—particularly for multilingual learners—must be intensified.

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.

Changes for the Coming Year (2025–26)
Reflecting on the past year's implementation and student outcomes, Polaris will make several key adjustments:

Intensify academic interventions in ELA and Math, with targeted tutoring, embedded support in core courses, and increased collaboration with instructional coaches to better support students performing below grade level, particularly multilingual learners and students with disabilities.

Expand English learner support services, including increased access to integrated and designated ELD instruction, progress monitoring tools, and professional development for staff on effective instructional strategies.

Refocus efforts on EL reclassification and proficiency, using individual learning plans, student goal setting, and family engagement to better support EL students on their path to reclassification.

Enhance college and career readiness opportunities, including growing access to dual enrollment, additional CTE pathways, and structured career exploration events aligned with the CPSF.

These changes are driven by both quantitative data and stakeholder input and are intended to ensure Polaris IS continues to support all students in becoming not only high school graduates, but also college, career, and life ready.

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.

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 couseling 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 2025-2026 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	C/O 2024 83.3%		98% graduation rate	Graduation Rate – (12.7%)
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	CVA 2023-24 All grades- 70% Exceeded/Standard met Grade 7- 64% Exceeded/Standard met Grade 8- 63% Exceeded/Standard met Grade 11- 83% 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	All grades – +6.23% Grade 7 – 0.00% Grade 8 – +18.00% Grade 11 – +5.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.4	CAASPP Math results	CVA 2022-23 All grades- 23.96 Exceeded/Standard met Grade 7- 32% Exceeded/Standard met Grade 8- 35% Exceeded/Standard met Grade 11- 41% Exceeded/Standard met	CVA 2023-24 All grades- 41.43% Exceeded/Standard met Grade 7- 27% Exceeded/Standard met Grade 8- 33 % Exceeded/Standard met Grade 11- 63% Exceeded/Standard met		CVA 2022-23 All grades- 30% Exceeded/Standard met Grade 7- 35% Exceeded/Standard met Grade 8- 38% Exceeded/Standard met Grade 11- 44% Exceeded/Standard met	All grades – +17.47% Grade 7 – (5.00%) Grade 8 – (2.00%) Grade 11 – +22.00%
6.5	D/F rates ELA and Math	CVA Spring 2024 (23-24 SY) ELA- 8.69% Math- 27.27%	CVA Fall 2024 (24-25 SY) ELA-12.57% Math-12.57%		CVA Spring 2024 ELA- 6% Math- 20%	ELA – +3.88% Math – (14.70%)
6.6	State Seal of Biliteracy	CVA 2022-23 Number of State Seals of Biliteracy 7	CVA 2023-24 Number of State Seals of Biliteracy 3		Number of State Seals of Biliteracy 10	–4 students (decreased by 4 students)
6.7	State Seal of Civic Engagement	CVA 2022-23 19 State Seals of Civic Engagement	CVA 2023-24 23 State Seals of Civic Engagement		23 State Seals of Civic Engagement	+4 students (increased by 4 students)

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

Goal Analysis [2024-25]

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.

Overall Implementation
In 2024–25, Cambridge Virtual Academy (CVA) implemented Goal 6 with a strong focus on supporting students transitioning into the online learning environment, expanding engagement opportunities, and improving instruction in alignment with the 5Cs and the Career Preparedness Systems Framework. Four key actions—targeted student monitoring, creative engagement opportunities, professional learning for staff, and improved communication with families—were implemented as planned, with no major deviations.

Targeted supports through Action 6.1 helped mitigate the academic challenges commonly experienced by students transitioning to virtual learning. Personalized check-ins, academic tracking, and the use of eKadence tools contributed to improved CAASPP performance in both ELA and Math, especially in Grade 11, where ELA scores rose by 5% and Math scores by 22%. The buddy system and executive functioning modules also supported smoother transitions for new students.

Through Action 6.2, CVA broadened its offerings in electives, dual enrollment, clubs, and field experiences. These efforts contributed to higher student engagement, as reflected in the increase in State Seals of Civic Engagement from 19 to 23. However, participation in the State Seal of Biliteracy dropped from 7 to 3, indicating a need to revisit and strengthen support for language development and biliteracy certification.

Action 6.3 focused on enhancing teacher capacity through professional learning. All CVA teachers participated in training on equity, project-based learning, SEL, and virtual classroom strategies. This work supported a 6.23% improvement in overall CAASPP ELA scores and contributed to CVA’s shift from Yellow to Green in ELA on the CA Dashboard. Math performance also saw a significant 17.47% increase overall, reflecting stronger instructional practices in the virtual setting.

Action 6.4 strengthened home-school connections through newsletters, online platforms, and consistent virtual communication. Increased family engagement supported a stronger sense of connection and responsiveness to student needs during the year.

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

There were no significant material differences between budgeted and estimated actual expenditures for Goal 6. Funds were used as intended to support virtual tools (e.g., eKadence), tutoring, elective enrichment, and professional development. Small increases in technology costs were offset by fewer in-person event expenditures due to continued use of virtual formats.

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

Effectiveness of Specific Actions

Action 6.1 – Targeted Monitoring for Students Transitioning to CVA:
This action was moderately effective. While D/F rates in Math dropped significantly from 27.27% in Spring 2024 to 12.57% in Fall 2024 (a 14.7% improvement), D/F rates in ELA increased by 3.88%. This suggests success in math intervention strategies and a need to revisit support structures in ELA. CAASPP performance gains, especially in Grade 11, reflect the positive impact of academic tracking, tutoring, and student mentoring.

Action 6.2 – Expanding Opportunities for Creative Outlets:
This action was effective in boosting student engagement and connection. The increase in students earning the State Seal of Civic Engagement (+4) reflects broader participation in meaningful, real-world experiences. Continued work is needed to reengage students in biliteracy pathways, given the 4-student decline in the Seal of Biliteracy.

Action 6.3 – Professional Learning for Teachers and Staff:
This action was highly effective. The professional development focus on project-based learning and virtual instruction directly contributed to improved CAASPP outcomes and more equitable classroom practices. Math performance jumped 17.47% overall, and teachers reported greater confidence in implementing SEL strategies and designing engaging virtual lessons.

Action 6.4 – Expanding Communication with Students and Families:
This action was effective in creating a more responsive and connected virtual school culture. Increased communication consistency improved student and parent feedback loops and contributed to better awareness of student progress and available supports.

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.

Changes for the Coming Year (2025–26)
Based on student outcomes and stakeholder feedback, CVA will make the following adjustments:

Increase ELA instructional supports, including writing labs, integrated literacy scaffolds, and targeted interventions, in response to the rise in D/F rates and to further close achievement gaps.

Expand support for multilingual learners, with more intentional outreach to encourage participation in biliteracy pathways and improve State Seal of Biliteracy attainment.

Formalize student onboarding structures, such as orientation modules and peer mentor matching, to further support successful transitions into online learning.

Enhance elective and enrichment tracking systems to ensure all students are engaging in at least one passion- or interest-based activity during the year.

Continue to refine professional learning, incorporating teacher feedback to ensure ongoing relevance, with deeper focus on formative assessment, feedback cycles, and student-led learning.

These changes are designed to build on the strong foundation of progress already in place, while addressing areas identified for growth in student performance, engagement, and equity.

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.

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
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

Action #	Title	Description	Total Funds	Contributing
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 [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$103,562,181.00	$12,367,565.00

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
34.027%	0.000%	$0.00	34.027%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Learning Plan **Need:** An analysis of AUHSD student achievement data reveals important areas of growth and opportunity in supporting socioeconomically disadvantaged (SED), foster youth (FY), and English learner (EL) students. While the district's overall A–G completion rate is 54.4%,	The district-wide professional learning plan (Action 1.1) is principally directed toward building educator capacity through culturally responsive pedagogy, trauma-informed practices, differentiated instruction, and targeted instructional strategies. These efforts will specifically address gaps experienced by SED, FY, and EL students by equipping educators with effective methods to support these students' unique academic, social-emotional, and linguistic needs. This	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).

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
	data shows that SED students are approaching this benchmark at 50.5%, with promising progress also evident among EL (25.4%) and FY (16.7%) students. Graduation rates demonstrate strong outcomes for several student groups, with SED students (93.2%) and FY (93.3%) aligning with the overall district graduation rate of 93.2%. Continued attention is being placed on further supporting EL (84.7%) and Long-Term English Learners (LTELs, 86.3%) to help close remaining gaps. College-going rate data highlights an opportunity to build on these strengths by expanding targeted instructional practices and professional learning to further empower educators and accelerate success for these student groups. **Scope:** LEA-wide	comprehensive professional development strategy is intended to directly improve A-G eligibility, graduation rates, and college-going outcomes, ultimately closing the achievement gap and advancing equitable outcomes for all unduplicated student groups. This action specifically addresses needs identified through AUHSD's Differentiated Assistance (DA) process and Root Cause Analysis. Education Research: Covey, S. (2015). 4 disciplines of execution. Simon & Schuster. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017, June). Effective teacher professional development. Learning Policy Institute. https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report Fullan, M. (2015). The new meaning of educational change (5th ed.). Routledge. Haar, J. M. (2003). Providing professional development and team approaches to guidance. Rural Educator, 25(1), 30-35. Sancar, R., Atal, D., & Deryakulu, D. (2021). A new framework for teachers' professional development. Teaching and Teacher Education, 101, 103305. https://doi.org/10.1016/j.tate.2021.103305 Smith, C., & Gillespie, M. (2007). Research on professional development and teacher change:	

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
		Implications for adult basic education. In J. Comings, B. Garner, & C. Smith (Eds.), Review of adult learning and literacy: Volume 7 (pp. 205–244). Routledge. https://doi.org/10.4324/9781003417996	
1.2	**Action:** Effective Instruction **Need:** Analysis of student achievement data and feedback from educational partners highlights important opportunities to deepen support for socioeconomically disadvantaged (SED), foster youth (FY), and English learner (EL) students. AUHSD's 2023–24 CAASPP scores show that while district-wide ELA proficiency was 42.64%, many students—particularly those in the EL (4.67%) and SED (35.85%) groups—are still developing foundational literacy skills. In mathematics, the district-wide proficiency rate was 24.6%, with students with disabilities demonstrating growth potential at 3.1%. These student groups often face overlapping challenges, and their resilience and determination remain a central focus of our work. Additionally, data indicates a need to expand access to rigorous instructional opportunities, civic engagement experiences, and postsecondary preparation—especially in areas such as A–G completion (EL: 25.4%, FY: 16.7%, SED: 50.5%)—to ensure all students benefit from the rich academic and enrichment programs available across AUHSD. These metrics guide ongoing refinement of strategies to ensure every	Action 1.2, "Effective Instruction," is principally directed towards meeting the unique needs of SED, FY, and EL students by specifically targeting instructional methods proven effective for these student groups. While effective instruction is beneficial to all students, this action intentionally focuses district resources, professional learning, and modeling of instructional strategies explicitly tailored to address the educational gaps and barriers experienced by SED, FY, and EL populations. This includes culturally responsive pedagogy, differentiated instruction strategies, scaffolding for language development, targeted literacy and math supports, and intentional integration of student voice and real-world connections through the 5 Cs, civic engagement, and Career Preparedness Systems Framework (CPSF). These purposeful strategies ensure meaningful, equitable access to curriculum and improved educational outcomes specifically for these historically underserved student groups, thus making the action principally directed toward their identified needs. This action specifically addresses needs identified through AUHSD's Differentiated Assistance (DA) process and Root Cause Analysis. Education Research: CA English Learner Roadmap:	CAASPP ELA (1.7, 1.9) & Math data (1.8, 1.10), A-G rates (1.2), ELPI (1.18), Access to broad course of study in VAPA (1.13), CTE (1.14), and World languages (1.15).

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
	student is fully supported in achieving their college, career, and life goals. **Scope:** LEA-wide	https://www.cde.ca.gov/sp/el/rm/ California English Language Development Standards: Kindergarten Through Grade 12 (CDE, 2014). Capp M. J. (2017). The effectiveness of universal design for learning: A meta-analysis of literature between 2013 and 2016. International Journal of Inclusive Education, 21(8), 791–807. Davies P. L., Schelly C. L., Spooner C. L. (2012). Measuring the effectiveness of universal design for learning intervention in postsecondary education. Journal of Postsecondary Education and Disability, 26(3), 195–220. Five Essential Practices to Teach Designated ELD & Integrated ELD into Content, SFUSD Multilingual Pathways Department Hammond, Z. (2015). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Novak, K. (n.d.). A guide to Universal Design for Learning (UDL). Novak Education. https://www.novakeducation.com/guide-to-udl Will, M., & Najarro, I. (2022, April 18). What is culturally responsive teaching? Education Week. https://www.edweek.org/teaching-learning/what-is-culturally-responsive-teaching/2022/04	
1.4	**Action:** Technological Resources	Action 1.4 ("Educational Technology Access") is principally directed toward addressing the specific	Local data: Number of chromebooks and hot

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: AUHSD's recent data and feedback from educational partners underscore the importance of continuing to expand access to technology and digital learning supports for socioeconomically disadvantaged (SED) students. Surveys and family input affirm that while many students demonstrate strong interest and motivation in using digital tools, a number still face structural challenges in consistently accessing reliable devices, internet connectivity, and other essential resources at home. These barriers can affect full participation in learning, especially in environments that increasingly rely on digital platforms. During the 2024–2025 school year, the need for district-issued hotspots among unduplicated students reflected this opportunity for continued investment: 32.2% of English Learners, 25% of students experiencing homelessness (McKinney-Vento), 90.1% of socioeconomically disadvantaged students, 6.1% of foster youth, and 10.7% of students with disabilities were supported with hotspot access. These figures highlight AUHSD's commitment to identifying needs and proactively addressing them through technology equity initiatives, ensuring that all students are empowered to thrive in digital learning environments. **Scope:** LEA-wide	technological access and digital equity gaps faced by low-income students. By strategically providing sustainable, reliable, and equitable access to student devices, applications, and robust network infrastructure, this action ensures low-income students can fully engage in high-quality, digitally enriched instruction. Additionally, targeted training and support resources are specifically designed to increase digital literacy, technology proficiency, and confidence among these students. This intentional focus ensures that low-income students have meaningful, equitable opportunities to develop essential 21st-century skills and post-secondary readiness, directly addressing the technology access gap and barriers identified through the district's needs assessment. Education Research: Aguilar, S. J. (2020). Guidelines and tools for promoting digital equity. Information and Learning Sciences, 121(5/6), 285-299. Banerjee, M. (2020). An exploratory study of online equity: Differential levels of technological access and technological efficacy among underserved and underrepresented student populations in higher education. Interdisciplinary Journal of e-Skills and Lifelong Learning, 16, 93-121. Cruz, C. (2021). From digital disparity to educational excellence: closing the opportunity and achievement gaps for low-income, Black and Latinx students. Harv. Latinx L. Rev., 24, 33.	spots checked out (1.26). Will add additional question to data to be collected that identifies low-income student group. For the 24-25 school year, the following percentages reflected the need for Hotspots for Unduplicated students: English Learners- 32.2% McKinney Vento- 25% Socio Economically Disadvantaged- 90.1% Foster Youth- 6.10% Students With Disabilities- 10.7%

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
		Thomas, S., Howard, N. R., & Schaffer, R. (2022). Closing the gap: Digital equity strategies for the K-12 classroom. International Society for Technology in Education.	
1.5	**Action:** Broad Course of Study **Need:** AUHSD's data analysis and educational partner feedback emphasize the ongoing opportunity to strengthen equitable access to advanced coursework, enrichment programs, and a broad course of study for socioeconomically disadvantaged (SED), foster youth (FY), and English learner (plurilingual) students. While many students across these groups demonstrate resilience and strong postsecondary aspirations, current A–G completion rates (EL: 25.4%, FY: 16.7%, SED: 50.5%) remain below the district average of 54.4%, highlighting areas where targeted supports can enhance participation in rigorous, college-preparatory pathways. Similarly, the district continues to expand access to dual enrollment, Advanced Placement (AP), arts, and Career and Technical Education (CTE) programs, with a focus on ensuring historically underserved students are equitably represented in these opportunities. Increasing participation in these experiences not only supports academic growth but also fosters social development and post-secondary readiness. Additionally, AUHSD is committed to increasing English language proficiency rates among English learners (plurilingual	Action 1.5 ("Broad Course Access and Expanded Opportunities") is principally directed toward meeting the specific needs of SED, FY, and EL students by strategically removing barriers and expanding their equitable access to rigorous coursework, specialized programs, and comprehensive extracurricular opportunities. This action intentionally targets identified gaps by providing and monitoring access to culturally relevant, engaging, and rigorous academic programs including Visual and Performing Arts (VAPA), Science, Technology, Engineering, Arts, Mathematics (STEAM), Regional Occupational Program (ROP), CTE pathways, Dual Enrollment, Dual Language Immersion (DLI), Advanced Placement (AP), International Baccalaureate (IB), civic learning opportunities, and public safety pathways. Additional support through task forces specifically dedicated to foster youth and English learners ensures targeted implementation of recommendations, further reducing barriers these students encounter. By explicitly addressing these gaps through inclusive, differentiated, and targeted support structures, this action ensures unduplicated student groups experience increased access, engagement, and success, directly aligning with their identified educational needs. Education Research:	Students completing dual enrollment courses (1.23), Percentages of students enrolled in VAPA (1.13), CTE (1.14), World Languages (1.15), AP (1.11, 1.28), IB (1.32), DLI (1.33).

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
	students) through differentiated supports and intentional alignment of resources, especially at schools identified in metric 1.18 of the LCAP. **Scope:** LEA-wide	Crevar, A. (2023). Building Bridges from High School Career Technical Education to Postsecondary and Career Success with CTE Math, Endorsements, and Dual Enrollment. Edmunds, J. A., Grebing, E., Coyle, V., & Rosof, L. (2022). Addressing inequity: Expanding access to college-level courses for high school students. Journal of Education for Students Placed at Risk (JESPAR), 27(4), 297-321. Jeter, R. A. (2024). A Case Study Investigation into Effective Policies, Practices, and Strategies for Recruiting and Program Completion for English Learners in a High School CTE Program (Doctoral dissertation, Florida Gulf Coast University). Mathias, J. R. (2022). Dual Enrollment and Career and Technical Education in California: Participation, Access, and College and Career Readiness Under Common Core and Multiple Measures Accountability. University of California, Davis.	
1.7	**Action:** Instructional Options **Need:** After assessing the needs, conditions, and circumstances of low income, foster youth, English learner (plurilingual) students, we learned that there is a difference in outcomes for graduation rates, A-G completion, and college preparedness. By implementing non-traditional instructional options such as flexible learning opportunities and diverse course	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. This action specifically addresses needs identified through AUHSD's Differentiated Assistance (DA) process and Root Cause Analysis. Education Research:	A-G rates (1.2), CTE Pathway completion (1.24), Dual Enrollment (1.23), College/Career Readiness (1.27).

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
	offerings, the District aims to provide tailored support to unduplicated students, ultimately improving graduation rates, state assessment scores, CTE pathway completion, Dual Enrollment, and A-G eligibility. Disparity in District- 49.3% and student groups in College/Career Readiness: SED- 45.9%, primarily EL, FY, SED: EL- 16.7%, SWD- 13.2%, FY- 17.8%. **Scope:** LEA-wide	Francisco, C. (2020). Effectiveness of an online classroom for flexible learning. International Journal of Academic Multidisciplinary Research (IJAMR), 4(8), 100-107. Hart, C. M., Linden, R., Jacob, B., & Loeb, S. (2023). Online course-taking and expansion of curricular options in high schools. Peabody Journal of Education, 98(1), 26-48. Hartnett, M. (2020). Flexible and distance learning. Encyclopedia of education and information technologies, 769-779. Kilag, O. K. T., Lechadores, V. M. B., Tolin, J. E., Pahayahay, D. Q., Torrefiel, A. P., & Calzada, J. R. D. (2023). Moving beyond the new normal: Understanding Flexible Learning Options (FLOs) on the parameters of Basic Education Learning Continuity Plan (BE-LCP). Science and Education, 4(2), 866-873.	
1.9	**Action:** Post-Secondary Readiness **Need:** AUHSD's unduplicated students—particularly low-income students, English learners (plurilingual), and foster youth—bring diverse strengths, talents, and lived experiences that enrich our school communities. To ensure these students are fully supported in exploring and pursuing postsecondary opportunities aligned to their interests and aspirations, AUHSD continues to identify growth areas	This LEA-wide action supports all students while specifically addressing the unique needs and aspirations of unduplicated pupil groups through intentional design and implementation. Through Anaheim's Innovative Mentoring Experience (AIME), district staff will expand access to work-based learning, mentorship, and internship opportunities by strengthening partnerships with industry, nonprofit, and community-based organizations. These partnerships are intentionally developed to reflect the cultural and geographic diversity of AUHSD's student population, ensuring relevance and representation in the experiences provided.	CTE Pathway Completion Rates, disaggregated by low-income, English learners, and foster youth (Metric 1.24) Participation in AIME work-based learning and internship programs, disaggregated by subgroup (Metric 1.25) College and Career Indicator (CCI)

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
	related to career readiness and access to real-world learning experiences. According to the 2024 CA Dashboard and district data: The College and Career Indicator (CCI) shows 43.1% of all students were prepared; however, there is a significant growth opportunity in supporting Hispanic students (8.7%), homeless youth (6.8%), and students with disabilities (2%), all of whom are currently in the Red performance band. CTE pathway completion is a strategic area of expansion, with 6.8% of students completing a pathway. Increasing participation—especially for low-income and English learner students—will strengthen alignment between student interests, technical skills, and postsecondary success. Internal data also show that participation in dual enrollment, AIME mentorship, and structured internship programs is lower for foster youth and students experiencing housing instability. Removing barriers such as transportation and access to individualized planning can increase their engagement and success in these opportunities. Only 6.9% of EL students and 4.5% of homeless students were identified as college and career ready in 2024, compared to 12.8% for all students, signaling a need to continue building structures that connect students to	In alignment with the Career Preparedness Systems Framework (CPSF), AIME activities help students build both technical and 21st-century skills while reflecting on their purpose, voice, and potential career goals. The program also includes targeted outreach and individualized support to increase participation among English learners, foster youth, and low-income students. Additionally, AUHSD will seek external funding to expand scholarship opportunities that remove financial barriers to internship participation and access to postsecondary pathways. Implementing this action on an LEA-wide basis is the most effective use of funds because it builds shared infrastructure, leverages centralized systems (such as scholarship management and postsecondary planning), and ensures equity of opportunity across all school sites. While all students benefit, unduplicated students gain improved access to the supports, networks, and planning tools necessary to graduate with a clearly articulated and actionable postsecondary plan. This action is informed by best practices from the Linked Learning and College & Career Pathways literature, which emphasize the importance of integrating academic learning with real-world application, especially for historically underserved student populations. Education Research:	performance, disaggregated by unduplicated pupil groups (Metric 1.27) LCAP Student Survey - AIME (Anaheim's Innovative Mentor Experience), disaggregated by subgroup (1.34) AIME (Anaheim's Innovative Mentor Experience) Participation Count by Tier (total number of unduplicated students participating in each Tier) (1.35)

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
	pathways aligned with their strengths and career goals. Educational partner feedback has consistently emphasized the importance of mentorship, exposure to professional environments, and access to career-connected learning for all students, especially those who may not traditionally have access to such opportunities. These insights have shaped AUHSD's commitment to expanding and refining work-based learning through AIME. **Scope:** LEA-wide		
2.1	**Action:** Increase Parent Engagement **Need:** Analysis of AUHSD educational partner feedback and survey data highlights that families of socioeconomically disadvantaged (SED), English learners (EL), students experiencing homelessness, and foster youth (FY) often encounter unique barriers to school engagement. These barriers include language and cultural differences, limited familiarity with navigating the educational system, and challenges related to housing and economic stability. For example, family surveys and community input revealed lower levels of comfort and participation among families of EL and FY students in traditional school engagement activities due to language	Action 2.1 ("Increase Parent Engagement") is principally directed toward addressing the unique and specific needs of SED, EL, homeless, and FY families by implementing parent engagement strategies intentionally designed to overcome these identified barriers. The strategies differ significantly from general parent engagement approaches by providing targeted multilingual communication, culturally responsive family advocacy training (such as Disciplina Positiva and Parent Leadership Academies), and trauma-informed practices tailored to the lived experiences of these families. Personalized community outreach, flexible scheduling, embedded mindfulness practices to support social-emotional wellness, Parent Learning Walks, and workshops specifically addressing educational navigation (Ready Set Go workshops) further differentiate this action from general parent engagement efforts.	Parent and family participation rates at targeted engagement events (Ready Set Go workshops, Disciplina Positiva, Parent Leadership Academies, Parent Learning Walks), specifically monitoring increases among SED, EL, foster youth, and housing-insecure families. (2.1) Parent and family responses on the LCAP Survey regarding awareness and understanding of the

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
	barriers, cultural disconnect, and inconsistent communication strategies. Additionally, SED and families facing housing challenges, reported barriers related to transportation, scheduling conflicts, and access to basic resources that affect their ability to consistently engage in school activities and advocate effectively for their students' needs. **Scope:** LEA-wide	These tailored supports directly address the unique conditions and needs identified through stakeholder feedback, empowering these families to build trust, deepen family-school relationships, and confidently advocate for their children's academic and social-emotional success. Education Research: Cuba, M. J., Waters, C., & de Oliveira, L. C. (2024). Empowering Multilingual Families by Reconceptualizing Family Engagement. Journal of English Learner Education, 16(2), 5. Epstein, J.L., et.al (2008) School, Family, and Community Partnerships: Your Handbook for Action. Family Engagement Framework: A Tool For California Schools,California Department of Education (2014). PTA National Standards for Family-School Partnerships website Strategies for Connecting Content & Language for English Language Learners, Shell Education (2017). Grant, K. S. L. Advancing Culturally Responsive and Socially Just Approaches to Multilingual Family-School Partnerships. Advancing Culturally Responsive and Socially Just Approaches to Multilingual Family-School Partnerships. Grant, K. S. L., Lee, V. J., Hoekje, B., & Escalante, K. (2022). Bridging multilingual families and schools: Cultural brokering as social justice leadership practice. Journal of family diversity in education, 5(1), 37-58.	Anaheim Union Educational Pledge (2.2) Parent and family survey responses indicating awareness and understanding of their student's Six-Year Plan (2.3) LCAP Parent & Family Survey data evaluating perceived relevance, accessibility, and cultural responsiveness of engagement activities, explicitly disaggregated for SED, EL, foster youth, and homeless families. (2.4) Levels of parent input, involvement, and voice in district and school decision-making processes (2.7) These targeted metrics will allow AUHSD to monitor the effectiveness of specifically tailored engagement strategies, informing ongoing adjustments to improve outcomes and deepen engagement with unduplicated pupil groups.

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
		Housel, D. A. (2020). Supporting the Engagement and Participation of Multicultural, Multilingual Immigrant Families in Public Education in the United States: Some Practical Strategies. School Community Journal, 30(2), 185-209. Quinn, J., & Blank, M. J. (2020). Twenty years, ten lessons: Community schools as an equitable school improvement strategy. VUE (Voices in Urban Education), 49(2), 44-53. Suh, S., & Michener, C. J. (2024). Collaborative advocacy for multilingual learners: Developments from coursework into practice. TESOL Journal, 15(4), e827.	
2.2	**Action:** Family and Community Engagement Specialists (FACES) Support **Need:** Analysis of AUHSD student outcome data highlights clear opportunities to strengthen achievement, engagement, and access for socioeconomically disadvantaged (SED), English learner (EL), foster youth (FY), and students experiencing homelessness. These student groups bring valuable cultural, linguistic, and lived experiences to our schools, and ensuring they have equitable access to opportunities remains a districtwide priority. For example, A-G completion rates for EL (25.4%), FY (16.7%), and SED (50.5%) students reflect areas where targeted academic supports and increased guidance can make a powerful difference, compared to	Action 2.2 ("Family and Community Engagement Specialists (FACES) Support") directly addresses the identified academic and attendance needs of socioeconomically disadvantaged (SED), English learner (EL), foster youth (FY), and housing-insecure students by providing targeted, culturally responsive, trauma-informed family support. By strategically deploying FACES specialists and translators who deliver multilingual communication, tailored parent education workshops, and personalized outreach, the District specifically engages families who face language barriers, cultural differences, and logistical challenges. This targeted support empowers families to better navigate educational systems, advocate effectively for their children's educational needs, and become actively involved in the educational process, thus directly contributing to improvements in student achievement,	Specifically track attendance rates and growth in participation among socioeconomically disadvantaged (SED), English learner (EL), foster youth (FY), and housing-insecure families through Attendance at parent and family engagement events (2.1 & 2.2) Measure and analyze survey responses to evaluate perceptions of relevance, cultural responsiveness, and accessibility of engagement events, explicitly disaggregated for

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
	the district average of 54.4%. Similarly, CAASPP proficiency rates show that English learners are continuing to build literacy and math skills, with 4.67% proficiency in ELA and 2.73% in Mathematics—underscoring the importance of scaffolding academic language development and providing culturally responsive instruction. Chronic absenteeism data also presents an opportunity for greater wraparound support: 50% of foster youth, 31.2% of English learners, and 41.2% of students experiencing homelessness were identified as chronically absent, signaling the need to enhance outreach, build stronger relationships with families, and reduce barriers to regular attendance. Extensive research on family and community engagement affirms that when families are empowered to participate meaningfully in their child's education, student outcomes improve across academic, behavioral, and emotional domains. In AUHSD, expanding tailored family engagement opportunities—particularly for families of ELs, FY, and SED students—creates essential pathways for connection, advocacy, and support. This action is grounded in the belief that every family wants the best for their child and, when provided with accessible tools, resources, and culturally responsive engagement, they become powerful partners in supporting student success. **Scope:**	attendance, and overall academic success for these student groups. AUHSD provides this action on an LEA-wide basis because these identified needs are prevalent across multiple school sites and student populations districtwide. Implementing districtwide ensures equitable access to these essential resources and supports, maximizes impact through coordinated efforts, and promotes systemic consistency and responsiveness. This comprehensive, inclusive approach strengthens family-school-community partnerships districtwide, benefiting all students while specifically addressing the unique circumstances and identified barriers of the district's unduplicated pupil groups. Education Research: Banerjee, R., Miller, G. E., & Arthur-Stanley, A. (2021). Targeted and Intensive Family-School-Community Partnering. In Advances in Family-School-Community Partnering (pp. 75-103). Routledge. Bellamy, T., Krishnamoorthy, G., Ayre, K., Berger, E., Machin, T., & Rees, B. E. (2022). Trauma-informed school programming: A partnership approach to culturally responsive behavior support. Sustainability, 14(7), 3997. Freking, K. (2024). Parent and Community Involvement in Schools. Meléndez Guevara, A. M., Lindstrom Johnson, S., Elam, K., Hilley, C., Mcintire, C., & Morris, K.	SED, EL, FY, and housing-insecure families through LCAP Parent & Family Survey – Relevance of Events (2.4) Evaluate family perceptions regarding clarity, frequency, multilingual availability, and usefulness of school and district communication, with targeted analysis of responses from SED, EL, FY, and housing-insecure families through LCAP Parent & Family Survey – Effectiveness of Communication (2.6) Monitor the degree to which families, particularly SED, EL, FY, and housing-insecure families, report meaningful opportunities for involvement and actual participation in decision-making processes at both the school and district level through LCAP Parent & Family Survey – Family Input and Participation in Decision-Making (2.7)

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
	LEA-wide	(2021). Culturally responsive trauma-informed services: A multilevel perspective from practitioners serving Latinx children and families. Community Mental Health Journal, 57, 325-339. Miller, G. E., Arthur-Stanley, A., & Banerjee, R. (2021). A Multitiered Framework for Family-School-Community Partnering. In Advances in Family-School-Community Partnering (pp. 3-23). Routledge. Quinn, J., & Blank, M. J. (2020). Twenty years, ten lessons: Community schools as an equitable school improvement strategy. VUE (Voices in Urban Education), 49(2), 44-53.	
2.4	**Action:** Community Schools Model Implementation **Need:** AUHSD's unduplicated student groups—particularly low-income students, English learners (plurilingual), and foster youth—bring a wealth of strengths, perspectives, and cultural assets to the school community. At the same time, data from the California Dashboard and local surveys indicate that systemic barriers and opportunity gaps have contributed to disparities in academic outcomes, attendance, and access to social-emotional supports. Qualitative data gathered through AUHSD's Community Schools Needs and Assets Survey, focus groups, and LCAP educational partner meetings indicate that many families of unduplicated pupils face significant barriers to accessing school-based	The Community Schools model is implemented LEA-wide to create system-level conditions that remove barriers to learning and provide targeted, integrated supports for unduplicated pupils. This model co-locates wraparound services—such as mental health counseling, food distribution, college and career support, tutoring, and mentoring—on school campuses, making them more accessible to students and families who need them most. Community Schools sites also build staff capacity in trauma-informed care, culturally responsive instruction, and inclusive schoolwide practices. These professional learning structures ensure that educators are equipped to meet the complex needs of unduplicated students and foster a school culture grounded in equity, belonging, and whole-child development. Providing this action on an LEA-wide basis ensures that the infrastructure, supports, and	Graduation Rates and A–G Completion Rates, disaggregated by low-income students, English learners (plurilingual), and foster youth (1.1) College/Career Readiness disaggregated by unduplicated pupil group (1.27) Number of Families Served through Community Schools Wraparound Services (e.g., food, clothing, housing, mental health), tracked by student group affiliation (2.1)

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
	resources, navigating academic systems, and feeling connected to school environments. Stakeholders identified a strong need for integrated supports that address both academic and non-academic barriers, such as mental health, housing instability, food insecurity, and limited access to enrichment and college/career readiness resources. **Scope:** LEA-wide	strategies of the Community Schools model are embedded across all schools, even those with varying concentrations of unduplicated pupils. While these strategies benefit all students, they are specifically designed to accelerate access and improve outcomes for unduplicated student groups by providing services that go beyond what is available to all students. For example, Community School Coordinators are responsible for identifying and addressing site-specific gaps in services for ELs, foster youth, and low-income students, while ensuring that culturally responsive engagement and family voice are central to site-level decision-making. This action reflects the most effective use of LCFF funds because it is grounded in national research demonstrating the effectiveness of the Community Schools model in closing opportunity gaps, improving academic outcomes, and increasing attendance and graduation rates for high-need student populations. The design is supported by AUHSD's own implementation data, which show strong increases in student and family participation, access to services, and a growing network of integrated community partnerships. Education Research: Blank, M. J., Melaville, A., & Shah, B. P. (2003). Making the difference: Research and practice in community schools. Coalition for Community Schools, Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.	Chronic Absenteeism Rates, disaggregated by low-income students, English learners (plurilingual), and foster youth (3.2, 3.3) LCAP Parent and Student Survey Data on sense of belonging, access to services, and engagement, disaggregated by unduplicated pupil groups where available (3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17)

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
		Blank, M. J., Johnson, S. D., & Shah, B. P. (2003). Community as text: Using the community as a resource for learning in community schools [Review of Community as text: Using the community as a resource for learning in community schools]. New Directions for Youth Development, 97, 107–120. Wiley Periodicals, Inc. California Department of Education. (n.d.). Community schools. https://www.cde.ca.gov/eo/in/ts-communityschools.asp California Teachers Association. (n.d.). Community schools. https://www.cta.org/our-advocacy/issues/community-schools Coalition for Community Schools. (n.d.). Home. Institute for Educational Leadership. https://www.communityschools.org/ Dugan, J. (2022, October 1). Radical Dreaming for Education Now [Review of Radical Dreaming for Education Now]. ASCD. https://www.ascd.org/el/articles/radical-dreaming-for-education-now Maier, A., Daniel, J., Oakes, J., & Lam, L. (2017). Community Schools as an Effective School Improvement Strategy: A Review of the Evidence. Learning Policy Institute. National Education Association. (n.d.). What are community schools? https://www.nea.org/student-success/great-public-schools/community-schools/what-are-they	

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
		Southern Coast Regional Technical Assistance Center. (2024, April). California Community Schools fundamentals: CA Community Schools framework [PDF]. Community Schools RTAC Resources. Google. https://drive.google.com/file/d/1enPndjBIb1U8qE2I-pbOOxhw0n5Robgm/view Southern Coast Regional Technical Assistance Center. (2024, April). Capacity building strategies S-TAC update April 2024 [PDF]. Community Schools RTAC Resources. Google. https://drive.google.com/file/d/1enPndjBIb1U8qE2I-pbOOxhw0n5Robgm/view Oakes, J., Maier, A., & Daniel, J. (2017). Community schools: An evidence-based strategy for equitable school improvement. National education policy center. Quinn, J., & Blank, M. J. (2020). Twenty years, ten lessons: Community schools as an equitable school improvement strategy. VUE (Voices in Urban Education), 49(2), 44-53.	
3.1	**Action:** Improve Attendance **Need:** AUHSD's chronic absenteeism data from the 2023–2024 school year highlights an important opportunity to strengthen attendance supports for specific student groups who may face unique challenges outside of the classroom. Students identified as socioeconomically disadvantaged (26.2%), English learners	Action 3.1 ("Improve Attendance") specifically addresses these identified attendance gaps by implementing targeted, proactive strategies designed explicitly for SED, EL, and FY students. Strategies include personalized outreach and case management by specialized attendance staff, multilingual family communication to eliminate language barriers, culturally responsive attendance interventions that build trust and relationships with families, home visits and direct engagement for foster youth and families facing	School Attendance Rates (Metric 3.1): Measure overall student attendance rates with disaggregated data specifically tracking socioeconomically disadvantaged (SED), English learner (EL), and foster youth (FY) students to monitor progress and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(31.2%), and foster youth (50%) demonstrated higher rates of chronic absenteeism compared to the district average of 23.2%. These figures reflect the complex realities many of these students navigate—such as housing transitions, language acquisition, and resource limitations—that can impact daily attendance. Rather than framing these as deficits, AUHSD views these trends as a call to action to expand culturally responsive, community-rooted solutions that build stronger connections between students, schools, and families. With appropriate supports—such as outreach, mentorship, wellness services, and trusted adult relationships—students in these groups demonstrate strong resilience, leadership, and growth. Improving attendance for these student groups will further unlock their potential and ensure they have equitable access to the full range of educational opportunities AUHSD offers. **Scope:** LEA-wide	housing instability, and early identification systems that quickly flag attendance issues. These strategies specifically tackle the unique attendance barriers faced by SED, EL, and FY students, proactively supporting families in addressing root causes and reducing chronic absenteeism. AUHSD provides these targeted attendance supports on an LEA-wide basis due to the district-wide prevalence of these barriers and attendance challenges, ensuring equitable and consistent access to these critical interventions and resources. This districtwide approach ensures coordinated, responsive, and consistent support across all schools, directly promoting equitable improvements in attendance and overall academic success for identified student groups. Education Research: Best Practices Guide For Developing a District System to Improve Education Outcomes for Youth in Foster Care: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://allianceforchildrensrights.org/wp-content/uploads/Education_DistrictBestPracticesGuide_Final.pdf Eklund, K., Burns, M. K., Oyen, K., DeMarchena, S., & McCollom, E. M. (2022). Addressing chronic absenteeism in schools: A meta-analysis of evidence-based interventions. School Psychology Review, 51(1), 95-111. Family Engagement Toolkit, Continuous Improvement Through an Equity Lens (CDE,	effectiveness of attendance interventions and targeted supports. Chronic Absenteeism Rates (Metrics 3.2, 3.3): Track chronic absenteeism rates explicitly by student group (SED, EL, FY, and other identified groups) to determine the effectiveness of tailored attendance interventions, personalized outreach, and support strategies. Middle and High School Dropout Rates (Metric 3.4): Evaluate dropout rates among SED, EL, FY, and other identified student groups to measure effectiveness of targeted interventions aimed at maintaining student engagement, attendance, and successful transitions between grades and schools. Graduation Rates (Metric 1.1): Monitor graduation rates disaggregated by student group (SED, EL, FY, and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		2017). Epstein, J.L., et.al (2008) Foster Youth Education Toolkit: https://allianceforchildrensrights.org/resources/foster-youth-education-toolkit/ CA Foster Youth Education Resource Hub: https://www.cdss.ca.gov/inforesources/californiafoster-youth-education-resource-hub Getting Smart. (2025, April 8). From chronic absenteeism to the new absenteeism: Five profiles of youth engagement. https://www.gettingsmart.com/2025/04/08/from-chronic-absenteeism-to-the-new-absenteeism-five-profiles-of-youth-engagement/ Jensen, E. (2013) Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement. Kearney, C. A., & Graczyk, P. A. (2020). A multidimensional, multi-tiered system of supports model to promote school attendance and address school absenteeism. Clinical child and family psychology review, 23(3), 316-337. O'Toole, C., & Ciric, T. (2024, December). Compassion, collaboration and cultural-responsiveness: Insights on promoting successful pathways through education for students who face school attendance barriers. In Frontiers in Education (Vol. 9, p. 1456388). Frontiers Media SA. School, Family, and Community Partnerships: Your Handbook for Action. Family Engagement	other identified groups) to assess the overall effectiveness of attendance interventions and other related support services designed to improve student outcomes and completion rates.

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
		Framework: A Tool For California Schools, California Department of Education (2014). PTA National Standards for Family-School Partnerships website Sugai, G., & Horner, R. (2006) A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support.	
3.2	**Action:** Mental, Physical, Behavioral, and Socioemotional Health **Need:** AUHSD's suspension data and educational partner input highlight meaningful opportunities to strengthen school-based wellness systems and restorative practices for student groups who may be navigating heightened social-emotional, behavioral, or mental health challenges. In the 2023–2024 school year, suspension rates for foster youth (13.7%), English learners (6.5%), and socioeconomically disadvantaged students (4.4%) were higher than the districtwide average of 4.1%. These patterns underscore the need for proactive, relationship-centered supports that affirm students' strengths while addressing the external circumstances that may influence behavior and engagement. Stakeholder feedback affirms the district's commitment to meeting students' holistic needs through trauma-informed, inclusive, and culturally responsive practices. Rather than viewing behavior through a punitive lens, AUHSD recognizes the importance of fostering	Action 3.2 ("Mental, Physical, Behavioral, and Socioemotional Health") specifically addresses these identified disparities by implementing targeted, culturally responsive, and trauma-informed programs. This includes expanded implementation of Multi-Tiered Systems of Support (MTSS), Capturing Kids' Hearts, and Positive Behavioral Interventions and Supports (PBIS), all of which provide differentiated and individualized interventions for SED, EL, and FY students. Additionally, targeted mental health supports, mindfulness practices, and brain-aligned strategies directly respond to these students' unique social-emotional needs, supporting emotional regulation, conflict resolution, and positive school engagement. Restorative practices and alternatives to suspension specifically address disproportionate disciplinary rates, providing equitable and effective responses to student behaviors and improving overall student well-being. AUHSD provides these strategies on an LEA-wide basis because suspension and social-emotional disparities exist across multiple school sites and affect multiple student populations districtwide. Implementing these evidence-based strategies uniformly ensures equitable access to high-quality	LCAP Student Survey – Student Knowledge of Mental Health Support (Metric 3.8) - Measure awareness and access to mental health resources, specifically analyzing responses from SED, EL, and FY student groups to ensure targeted outreach and support effectiveness. Students Receiving Direct Social-Emotional and/or Mental Health Services (Metric 3.9) - Track and report the number and percentage of SED, EL, and FY students specifically receiving direct mental health and social-emotional interventions and support. LCAP Student Survey – Sense of Belonging (Metrics 3.10, 3.11, 3.12) - Evaluate students'

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
	belonging, building positive relationships, and equipping students with the social-emotional tools necessary to thrive. These insights guide the district's investment in counseling services, mental health supports, staff professional development, and student-led initiatives—all designed to promote safe, inclusive learning environments and empower students to lead with purpose and self-awareness. **Scope:** LEA-wide	mental health resources, consistent behavior interventions, and systemic improvements in school climate, directly benefiting all students while addressing the distinct needs of the district's unduplicated pupil groups. Education Research: Bridges, J. (2021). The Effect Capturing Kids Hearts Program Has on Building Relationships (Doctoral dissertation, University of Louisiana at Monroe). Luthar, S. S., & Mendes, S. H. (2020). Trauma-informed schools: Supporting educators as they support the children. International Journal of School & Educational Psychology, 8(2), 147-157. Mahoney, J. L., Weissberg, R. P., Greenberg, M. T., Dusenbury, L., Jagers, R. J., Niemi, K., ... & Yoder, N. (2021). Systemic social and emotional learning: Promoting educational success for all preschool to high school students. American Psychologist, 76(7), 1128. Stroul, B.A. & Blau, G.M. (Eds.) (2008) The System of Care Handbook: Transforming Mental Health Services for Children, Youth and Families. Sugai, G., & Horner, R. (2006) A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support. Simonsen, B., Robbie, K., Meyer, K., Freeman, J., Everett, S., & Feinberg, A. (2021). Multi-Tiered System of Supports (MTSS) in the classroom.	reported sense of belonging at school, explicitly disaggregating responses from SED, EL, and FY student groups to monitor effectiveness of targeted socioemotional supports and inclusive practices. LCAP Student Survey – Connection to School and Adults on Campus (Metrics 3.12, 3.13, 3.14, & 3.15) - Analyze survey responses regarding students' feelings of connection to peers, adults, and the overall school community, with focused attention on differences or gaps in reported connection levels among SED, EL, and FY students. LCAP Student, Parent, Staff Survey – Sense of Safety (Metric 3.16) - Monitor perceptions of school safety, explicitly disaggregating data for SED, EL, and FY students to assess the impact of trauma-informed practices, restorative justice

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
		Center on Positive Behavioral Interventions and Supports.	strategies, and overall effectiveness in creating a safe, inclusive, and supportive school environment for these student groups.
3.3	**Action:** Counseling Support **Need:** AUHSD's academic and post-secondary readiness data reveal continued opportunities to strengthen support systems that ensure all students—especially English learners (EL), foster youth (FY), and socioeconomically disadvantaged (SED) students—graduate ready for college, career, and life. For instance, while the district-wide graduation rate stands at 93.2%, graduation rates for EL students (84.7%) reflect positive momentum but also indicate areas where additional support can further accelerate growth. Similarly, A–G completion rates for EL (25.4%) and FY (16.7%) students present opportunities to expand access to rigorous coursework and individualized planning aligned with student goals and strengths. These trends, combined with input from students, families, and counselors, highlight the need for comprehensive, student-centered counseling programs that foster personalized academic planning, early and proactive monitoring, and meaningful transition support. AUHSD recognizes that fostering	Action 3.3 directly addresses the identified academic, graduation, and post-secondary readiness gaps of socioeconomically disadvantaged (SED), foster youth (FY), and English learner (EL) students through targeted, standards-based school counseling programs. Counselors deliver comprehensive academic guidance tailored to these students, including individualized academic six-year plans aligned with college and career readiness, proactive credit recovery support, transition programs for 7th- and 9th-grade students, and intentional enrollment in A-G, AP, summer school, and tutoring opportunities. Specialized professional development for counselors ensures culturally responsive practices and proactive interventions specifically designed to meet the needs of SED, EL, FY, and McKinney-Vento students. Implementing this comprehensive counseling approach districtwide ensures consistent, equitable support and increased academic achievement, engagement, graduation rates, and preparation for post-secondary options for all identified student groups. Education Research: Dahir, C. A., & Stone, C. B. (2003). Accountability: A MEASURE of the impact school counselors	Graduation Rates (Metric 1.1) - Monitor graduation rates specifically disaggregated by socioeconomically disadvantaged (SED), English learner (EL), foster youth (FY), and other student groups to evaluate the impact of targeted counseling and academic support programs. A-G Completion Rates (Metric 1.2) - Evaluate progress toward A-G completion rates, explicitly tracking outcomes for SED, EL, and FY students to measure the effectiveness of individualized academic planning and support services. LCAP Student Survey – Sense of Belonging (Metrics 3.10, 3.11, 3.12) - Analyze student

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	relationships, affirming student voice, and guiding students in exploring their purpose are essential elements of effective counseling. By leveraging these strengths, the district aims to ensure every student—especially those navigating complex life circumstances—receives the guidance, mentorship, and resources needed to thrive academically and transition successfully into postsecondary pathways. **Scope:** LEA-wide	have on student achievement. Professional School Counseling, 6(3), 214-221. Lapan, R. T., Gysbers, N. C., & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. Journal of Counseling & Development, 75(4), 292-302. Mulhern, C. (2020). Better School Counselors, Better Outcomes. Education Next, 20(3). Protheroe, N. (2010). Making effective use of counselors to increase student achievement. Principal's Research Review, 5(3), 1-7. Wigfield, A., Lutz, S. L., & Wagner, A. L. (2005). Early adolescents' development across the middle school years: Implications for school counselors. Professional school counseling, 9(2), 2156759X0500900206.	perceptions of belonging and school connectedness, explicitly disaggregated by SED, EL, and FY student groups, to assess the effectiveness of transition plans, orientation programs, and counseling supports. LCAP Student Survey – Connection to School and Adults on Campus (Metrics 3.12, 3.13, 3.14, & 3.15) - Monitor students' reported levels of connection and relationships with peers, counselors, and staff, specifically evaluating responses from SED, EL, and FY students to gauge the effectiveness of targeted support and counseling interventions.

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	**Action:** Inclusive Instructional Practices and Asset-Based Supports for Language Development **Need:** Improve placement, instructional practices, and progress monitoring for English learners (plurilingual) and Long-Term English Learners (LTELs). Increase proficiency for these students on the English Language Proficiency Assessments for California (ELPAC), particularly at school sites identified through metric 1.18. In addition to language development, there is a need to integrate academic and career readiness skills within ELD instruction to better prepare students for post-secondary pathways. Disaggregated data shows persistent gaps in ELA and Math proficiency, A-G completion, and graduation rates among EL and LTEL students, indicating the need for strengthened instructional alignment and targeted support. **Scope:** Limited to Unduplicated Student Group(s)	This action is specifically designed to meet the academic and linguistic needs of English learners (plurilingual) and Long-Term English Learners (LTELs) by improving placement practices, enhancing instructional strategies, and strengthening progress monitoring systems. Informed by AUHSD's Differentiated Assistance (DA) process and Root Cause Analysis, the action expands culturally responsive and inclusive instructional practices and includes integrated ELD and CTE instruction to promote both language development and career readiness. By connecting academic language acquisition with technical and 21st-century skills through collaboration between ELD and CTE teachers, the district provides more meaningful, relevant learning experiences. These strategies provide enhanced supports for English learners beyond what is offered to all students and are intentionally designed to close identified achievement gaps.	Graduation rates (Metric 1.1), A-G completion rates (Metric 1.2), Percentage of EL (plurilingual) and LTEL students who score Level 4 on the ELPAC (Metric 1.19), Percentage of EL (plurilingual) students making progress on the ELPAC (Metric 1.18), EL (plurilingual) student reclassification rate (Metric 1.20), Percentage of students who have completed at least one CTE Pathway (Metric 1.24), College/Career Readiness (CCI) (Metric 1.27).
3.5	**Action:** Foster Youth Support **Need:**	Action 3.5 ("Foster Youth Support") is explicitly designed to address the unique and substantial academic, behavioral, attendance, and socioemotional challenges identified for foster youth and McKinney-Vento students. Specific	ELA and Math CAASPP Performance Data (Metrics 1.7, 1.8, 1.9, 1.10) - Specifically monitor foster youth and McKinney-

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	AUHSD recognizes that foster youth bring a wealth of resilience, insight, and potential to our school communities. To fully support these students in reaching their goals, the District continuously reviews outcome data and educational partner feedback to identify areas where expanded, tailored support can make a meaningful impact. Foster youth represent approximately 0.5% of the district's enrollment and, like many students navigating complex life circumstances, may benefit from targeted supports to enhance engagement and academic success. While recent gains in foster youth graduation rates are promising—reaching 93.3% in 2023–24—district data also reveals opportunities to deepen wraparound support. For example, foster youth currently demonstrate a chronic absenteeism rate of 50%, as well as a suspension rate of 13.7%, compared to district averages of 23.2% and 4.1%, respectively. Additionally, California Dashboard data indicates that foster youth remain in the Red performance band in English Language Arts, signaling a need for academic interventions aligned to students' strengths and learning goals. Insights from the Foster Youth Task Force and site-based teams continue to shape AUHSD's approach, emphasizing proactive outreach, strong adult-student relationships, and timely access to academic and social-emotional supports. By centering the voices and lived experiences of foster youth, AUHSD remains committed to ensuring that each student is empowered with the resources, relationships,	strategies include increasing equitable access to rigorous courses, providing targeted supplemental instructional materials, and expanding proactive outreach services to ensure consistent student engagement and attendance. Additionally, mentoring programs and cross-agency, multi-disciplinary support teams provide intensive, individualized guidance and assistance tailored to foster youth needs, directly addressing academic gaps and reducing suspension rates. The provision of transportation services further removes logistical barriers that disproportionately impact these students' educational access and stability. Implementing these targeted interventions districtwide ensures consistent, coordinated, and proactive support specifically aimed at improving the educational outcomes and post-secondary readiness for foster youth and McKinney-Vento students.	Vento students' achievement to evaluate the effectiveness of targeted instructional supports and academic interventions. Suspension Rates (Metric 3.6) - Track and analyze suspension rates for foster youth and McKinney-Vento students to measure the effectiveness of behavior interventions, restorative practices, and socioemotional supports. Graduation Rates (Metric 1.1) - Evaluate graduation rates specifically for foster youth and McKinney-Vento students, assessing the impact of targeted academic planning, mentoring, and comprehensive support systems. Dropout Rates (Metrics 3.4, 3.5) - Monitor dropout rates explicitly for foster youth and McKinney-Vento students to measure the effectiveness of tailored outreach, mentorship, and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	and opportunities needed to thrive—academically, emotionally, and in preparation for post-secondary success. **Scope:** Limited to Unduplicated Student Group(s)		supportive educational practices. Attendance Rates (Metric 3.1) and Chronic Absenteeism Rates (Metrics 3.2, 3.3) -Track foster youth and McKinney-Vento student attendance and absenteeism data to assess effectiveness of transportation supports, outreach services, and personalized attendance interventions.

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 Anaheim Union High School District plans to use the additional concentration grant add-on funding to increase and sustain the number of staff providing direct services to students at school sites with a high concentration (over 55%) of foster youth, English learners (plurilingual), and low-income students. This funding will be strategically used to maintain and enhance positions that directly support student well-being, academic achievement, and access to services, particularly at our highest-need campuses. These positions include, but are not limited to, teachers and instructional support staff, school counselors, licensed clinical social workers (LCSWs), school psychologists, bilingual office staff, Community Schools coordinators, and Family and Community Engagement Specialists (FACES).

These staffing investments are directly aligned with the implementation of Actions 1.1, 1.2, 1.5, 1.6, 1.9, 2.2, 3.1, 3.2, and 3.3, all of which focus on increasing services and improving outcomes for unduplicated student groups. The District uses multiple data points to inform staffing allocations, including unduplicated pupil percentages by school site, enrollment and demographic trends, site-based needs assessments, and stakeholder input gathered through the LCAP engagement process. This approach ensures that resources are equitably distributed and targeted toward schools where the needs of foster youth, English learners, and low-income students are most concentrated. The additional concentration funding is essential to supporting a robust network of services that promote equity, access, and whole-child development.

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

2025-26 Total Planned 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	304,357,430	103,562,181.00	34.027%	0.000%	34.027%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$142,931,743.20	$10,260,064.00	$0.00	$20,443,204.00	$173,635,011.20	$109,430,548.35	$64,204,462.85

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	$15,164,855.00	$1,573,349.00	$15,938,204.00			$800,000.00	$16,738,204.00	
1	1.2	Effective Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual basis	$5,358,409.94	$1,600,524.00	$5,266,242.94			$1,692,691.00	$6,958,933.94	
1	1.3	Instructional Materials	All	No			All Schools	Annual basis	$0.00	$7,914,215.18	$7,914,215.18				$7,914,215.18	
1	1.4	Technological Resources	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual basis	$5,932,716.52	$8,052,000.00	$13,984,716.52				$13,984,716.52	
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	$19,015,639.00	$14,168,582.70	$33,184,221.70				$33,184,221.70	
1	1.6	Inclusive Instructional Practices and Asset-Based Supports for Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual Basis	$7,220,229.00	$330,000.00	$7,550,229.00				$7,550,229.00	
1	1.7	Instructional Options	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual Basis	$5,689,679.00	$4,175,929.00	$9,865,608.00				$9,865,608.00	
1	1.8	Supports for Students with Disabilities	Students with Disabilities	No			All Schools	Annual Basis	$938,127.00	$680,000.00	$1,618,127.00				$1,618,127.00	
1	1.9	Post-Secondary Readiness	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Annual Basis	$815,755.00	$708,000.00	$1,523,755.00				$1,523,755.00	

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			Low Income										
1	1.10	Reduction of Class Size, Hiring and Retaining Teachers	All	No			All Schools	Annual Basis	$7,238,472.00	$0.00	$7,238,472.00				$7,238,472.00	
1	1.11	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	$9,132,107.00	$331,030.00	$9,382,137.00			$81,000.00	$9,463,137.00	
2	2.2	Family and Community Engagement Specialists (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	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The following schools receive Community Schools grant funding: 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, Sycamor	Annual basis	$544,832.09	$4,200,000.00	$544,832.09	$4,200,000.00				$4,744,832.09	

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
							e JHS, and Western HS 7-12 grades									
3	3.1	Improve Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual basis	$8,200,117.00	$0.00	$8,200,117.00				$8,200,117.00	
3	3.2	Mental, Physical, Behavioral, and Socioemotional Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual basis	$12,792,528.80	$2,420,668.97	$15,213,197.77				$15,213,197.77	
3	3.3	Counseling Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual basis	$3,378,553.00	$0.00	$3,378,553.00				$3,378,553.00	
3	3.4	Upgrade Facilities	All	No			All Schools	Annual basis	$924,115.00	$15,684,513.00	$924,115.00			$15,684,513.00	$16,608,628.00	
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	

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
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	
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	

2025-26 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
304,357,430	103,562,181.00	34.027%	0.000%	34.027%	$125,211,814.02	0.000%	41.140 %	**Total:**	$125,211,814.02
								LEA-wide Total:	$117,296,585.02
								Limited Total:	$7,915,229.00
								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	$15,938,204.00	
1	**1.2**	Effective Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,266,242.94	
1	**1.4**	Technological Resources	Yes	LEA-wide	Low Income	All Schools	$13,984,716.52	
1	**1.5**	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,184,221.70	
1	**1.6**	Inclusive Instructional Practices and Asset-Based Supports for Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$7,550,229.00	
1	**1.7**	Instructional Options	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,865,608.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Post-Secondary Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,523,755.00	
2	2.1	Increase Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,382,137.00	
2	2.2	Family and Community Engagement Specialists (FACES) Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$815,000.00	
2	2.4	Community Schools Model Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The following schools receive Community Schools grant funding: 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 7-12 grades	$544,832.09	
3	3.1	Improve Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,200,117.00	
3	3.2	Mental, Physical, Behavioral, and Socioemotional Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,213,197.77	
3	3.3	Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,378,553.00	
3	3.5	Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$365,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$165,408,356.00	$295,569,278.20

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	$18,500,000.00	17,438,204.00
1	**1.2**	Effective Instruction	Yes	$6,550,000.00	6,958,933.94
1	**1.3**	Instructional Materials	No	$17,000,000.00	7,914,215.18
1	**1.4**	Technological Resources	Yes	$8,000,000.00	13,984,716.52
1	**1.5**	Broad Course of Study	Yes	$30,000,000.00	33,184,221.70
1	**1.6**	English Learners (Plurilingual) and Long-term English Learner (LTEL) Students	Yes	$7,104,151.00	7,550,229.00
1	**1.7**	Instructional Options	Yes	$7,929,135.00	9,865,608.00
1	**1.8**	Students With Disabilities	No	$1,080,000.00	1,618,127.00
1	**1.9**	Post-Secondary Readiness	No	$1,395,006.00	1,523,755.00
1	**1.10**	Reduction of class size, hiring and retaining teachers	No	$7,200,000.00	7,238,472.00
1	**1.11**	Arts and Music in Schools (AMS)	No	$4,047,064.00	$4,047,064.00

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	**2.1**	Increase Parent Engagement	Yes	$9,000,000.00	9,463,137.00
2	**2.2**	FACES Support	Yes	$3,000,000.00	3,000,000.00
2	**2.3**	Engaging Parents of SWD	No	$0.00	0.00
2	**2.4**	Community Schools model implementation	No	$4,200,000.00	4,744,832.09
3	**3.1**	Improve Attendance	Yes	$6,000,000.00	8,200,117.00
3	**3.2**	Mental, Physical, Behavioral, and Socioemotional Health	Yes	$8,000,000.00	15,213,1977.77
3	**3.3**	Counseling Support	Yes	$4,000,000.00	3,378,553.00
3	**3.4**	Upgrade facilities	No	$20,000,000.00	924,115.00
3	**3.5**	Foster Youth Support	Yes	$365,000.00	365,000.00
3	**3.6**	Student Support Programs	No	$0.00	0.00
4	**4.1**	Social-emotional support and Attendance	No	$330,000.00	330,000.00
4	**4.2**	Career Technical Education (CTE) preparedness	No	$300,000.00	300,000.00
4	**4.3**	Professional learning and planning time	No	$130,000.00	130,000.00

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)
4	**4.4**	Administrative leadership and Professional learning	No	$170,000.00	170,000.00
5	**5.1**	College and Career Readiness	No	$914,000.00	914,000.00
6	**6.1**	Targeted Monitoring for Students Transitioning to CVA	No	$150,000.00	150,000.00
6	**6.2**	Expanding Opportunities for Creative Outlets	No	$15,000.00	15,000.00
6	**6.3**	Professional Learning for Teachers and Staff	No	$15,000.00	$15,000.00
6	**6.4**	Expanding Communication with Students and Families	No	$14,000.00	$14,000.00

2024-25 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)
102,151,403.00	$102,409,135.00	$123,205,441.00	($20,796,306.00)	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	$17,000,000.00	16,000,417.00		
1	1.2	Effective Instruction	Yes	$5,000,000.00	5,266,243.00		
1	1.4	Technological Resources	Yes	$8,000,000.00	13,984,717.00		
1	1.5	Broad Course of Study	Yes	$30,000,000.00	33,184,222.00		
1	1.6	English Learners (Plurilingual) and Long-term English Learner (LTEL) Students	Yes	$6,300,000.00	7,550,229.00		
1	1.7	Instructional Options	Yes	$7,929,135.00	9,865,608.00		
2	2.1	Increase Parent Engagement	Yes	$9,000,000.00	9,382,137.00		
2	2.2	FACES Support	Yes	$815,000.00	815,000.00		
3	3.1	Improve Attendance	Yes	$6,000,000.00	8,200,117.00		
3	3.2	Mental, Physical, Behavioral, and Socioemotional Health	Yes	$8,000,000.00	15,213,198.00		
3	3.3	Counseling Support	Yes	$4,000,000.00	3,378,553.00		
3	3.5	Foster Youth Support	Yes	$365,000.00	365,000.00		

2024-25 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)
309,170,269.00	102,151,403.00	0.00	33.041%	$123,205,441.00	0.000%	39.850%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 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).

California Department of Education
November 2024