ANAHEIM UNION HIGH SCHOOL DISTRICT
Education Division

24
25

LCAP

LOCAL CONTROL ACCOUNTABILITY PLAN

Educational Partners Engagement Process



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ANAHEIM UNION HIGH SCHOOL DISTRICT

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MESSAGE
FROM THE SUPERINTENDENT



Dear Educational Partners,

The Anaheim Union High School District is excited to launch the annual review and update process for our Local Control and Accountability Plan (LCAP)! This is not just a routine process—it is an inspiring opportunity to collaborate, innovate, and create a future where every student thrives academically, socially, and emotionally.

The LCAP is a cornerstone of our commitment to community partnership. It allows us to align our district's resources and initiatives with the values, needs, and aspirations of our students, families, and broader educational community. Through this process, we have the opportunity to assess our progress, celebrate successes, and create bold new directions to address the challenges and opportunities ahead.

This year's LCAP process is guided by an unwavering focus on **whole-child development**—ensuring every student is not only prepared for academic achievement but also equipped with the emotional intelligence, resilience, and life skills necessary for a purposeful and fulfilling future. We are proud to have been recognized as a leader in integrating innovative practices that elevate the educational experience for all students, including:

- **Fostering the 5Cs** (communication, collaboration, critical thinking, creativity, and compassion) to prepare students for the complexities of the modern world.
- Integrating **cutting-edge AI tools** in partnership with eKadence and the University of California, Irvine, to create personalized learning experiences that inspire curiosity, agency, and connection.
- Supporting **social-emotional learning** (SEL) by embedding research from renowned neuroscientists like Dr. Mary Helen Immordino-Yang, who emphasizes the critical role of emotions and belonging in fostering deep, meaningful learning.

Through these efforts, AUHSD has seen remarkable progress, including rising academic metrics that far exceed expectations for a district with a high percentage of students from low-income backgrounds. These achievements reflect the power of an educational system that prioritizes purpose-driven, emotionally engaged learning over traditional measures of success.

We believe the heart of this process lies in **you**, our educational partners. Your voices, experiences, and insights are invaluable in helping us shape the future of education in our district. Whether you are a student, parent/guardian, staff member or community member, your participation in the LCAP process ensures that we continue to meet the diverse needs of our community and create an inclusive, equitable learning environment.

We warmly invite you to join us at our **LCAP Educational Partners Engagement Meetings** to share your perspectives, collaborate on solutions, and help us envision the future of AUHSD. Together, we can build on our shared mission of empowering students to lead purposeful lives and contribute meaningfully to society.
This work requires collaboration, dedication, and innovation—and it is a challenge we embrace with hope and determination. By working together, we can ensure that every student in our district has the opportunity to grow, succeed, and thrive. Thank you for being an integral part of this journey.

We look forward to seeing you at one of our upcoming meetings!

Warm regards,

Michael B. Matsuda
Superintendent
Anaheim Union High School District

AUHSD Education Division:

Local Control Accountability Plan (LCAP) Stakeholder Engagement Process 2025

Educational Partners Group Meeting Dates

Introductory Workshops	Date: Tuesday January 21, 2025	Time: 6:00 PM to 7:30 PM	Topic: LCAP Parent Introduction Workshop Location: La Palma Room
	Date: Thursday January 23, 2025	Time: 6:00 PM to 7:30 PM	Topic: LCAP Student Introduction Workshop Location: Virtual
MEETING #1	Date: Thursday February 6, 2025	Time: 6:00 PM to 7:30 PM	Focus Group Convening Location: La Palma Room
MEETING #2	Date: Thursday February 20, 2025	Time: 6:00 PM to 7:30 PM	Location & Topic: Room Determined by Focus Group
MEETING #3	Date: Thursday March 20, 2025	Time: 6:00 PM to 7:30 PM	Location & Topic: Room Determined by Focus Group
MEETING #4	Date: Thursday April 3, 2025	Time: 6:00 PM to 7:30 PM	Location & Topic: Room Determined by Focus Group
MEETING #5	Date: Thursday April 24, 2025	Time: 6:00 PM to 7:30 PM	Focus Group Reconvening Location: La Palma Room

Focus Group Chairpersons

	LCAP Focus Group #1	LCAP Focus Group #2	LCAP Focus Group #3	LCAP Focus Group #4
State Priority # and Category	Conditions of Learning: Priority #1, #2, #7	Pupil Outcomes: Priority #4, #8	Engagement: Priority #3	Engagement: Priority #5, #6
State Priority Focus Group	(1) Basic Services, (2) Implementation of State Standards, (7) Course Access	(4) Pupil Achievement (8) Other Pupil Outcomes	(3) Parental Involvement	(5) Pupil Engagement (6) School Climate
Focus Group Chairperson	Amanda Bean Amie Maya Celeste Krueger Diana Fujimoto Lacie Mounger Penny Hatzis Quinton Riles	Amy Kwon Brian Belski Charles Ku Erik Greenwood Renae Bryant Scott Reindl	Araceli Chavez Carlos Hernandez Community Schools Coordinators FACES Kenny Perez Lauren Klatzker	Adam Hernandez Adela Cruz Alison Konrad Christie Gutierrez David Green Lorena Stout Tess Melendrez
Location	District Office PDC	District Office Board Room	District Office Buena Park Room	Distict Office La Palma Room

2024-2025 LCAP

STEERING COMMITTEE

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As an AUHSD Steering Committee Member, your input is essential in ensuring that we meet the diverse needs of all our students, especially our plurilingual learners, foster youth, and low-income students.

The LCAP Steering Committee serves as a collaborative group that supports the development of the district's LCAP. Members will provide valuable feedback on our progress toward achieving LCAP goals.

We kindly request our steering committee members to be available for the scheduled dates and times to allow AUHSD to gather essential input.

Dates:	Location:
Thurs, Jan 23, 2025	PDC
Tues, Feb 11, 2025	La Palma Room
Tues, Mar 4, 2025	La Palma Room
Thurs, Mar 19, 2025	La Palma Room
Tues, Apr 15, 2025	La Palma Room

All Meeting Times:
03:00PM to 4:00PM

Address:
501 N. Crescent Way
Anaheim, CA 92801

Your Voice Matters!

AUHSD
LCAP GOALS

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.

Goal 2

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

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).**

AUHSD Mission

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

AUHSD VISION

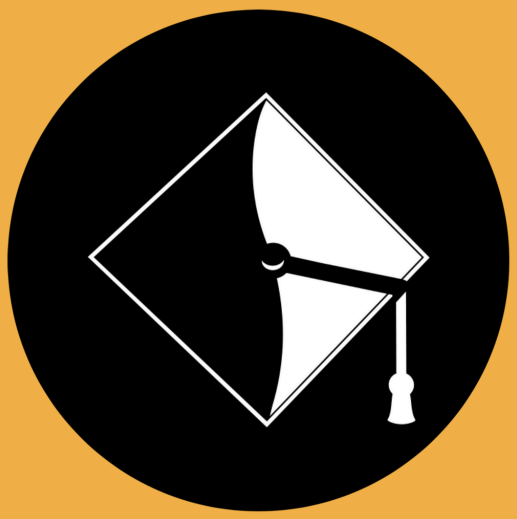
UNLIMITED YOU

ANAHEIM UNION HIGH SCHOOL DISTRICT

To create a better world
through Unlimited You!

AUHSD Core Values

We believe...



1. **In and model the 5 Cs:** collaboration, creativity, critical thinking, communication, and compassion.
2. That **education must work for students** and not the other way around.
3. In an **assets-based instructional approach** focused on our community's strengths and in nurturing everyone's potential.
4. In moving the needle toward **equity and justice.**
5. That our vision, mission, and core values are delivered primarily through **instruction**.
6. In **systems** not silos.
7. Public schools should enhance and strengthen democracy through **cultivation of student voice and problem solving.**

Educational Partner

DATA GUIDE to the LCAP

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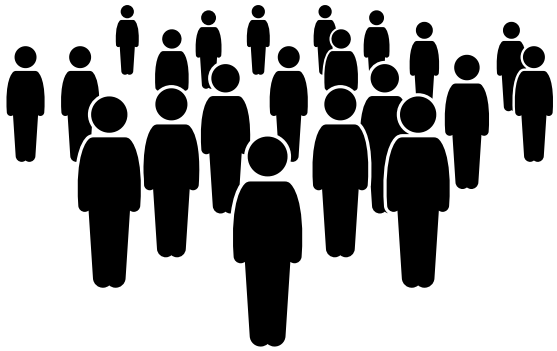
ANAHEIM UNION HIGH SCHOOL DISTRICT



An Easy Introduction to the 2024-25 Local Control & Accountability Plan

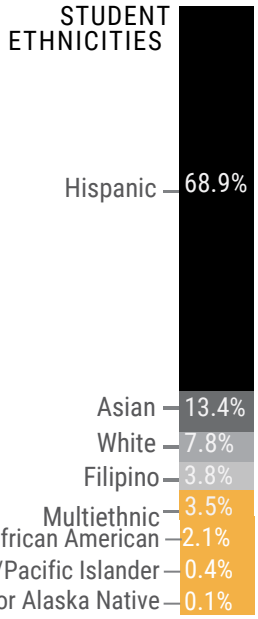
DISTRICT OVERVIEW

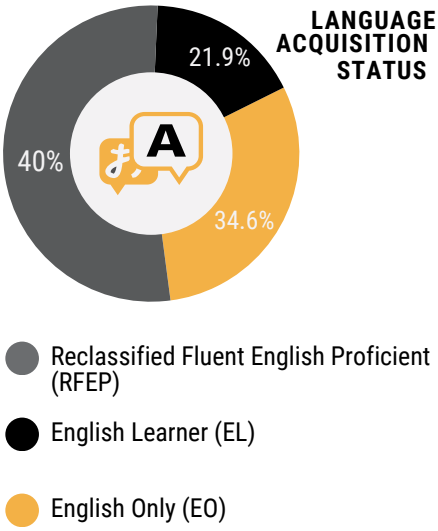
Anaheim Union High School District



26, 104

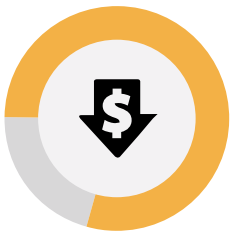
7th-12th grade **STUDENTS**





STUDENT GROUPS

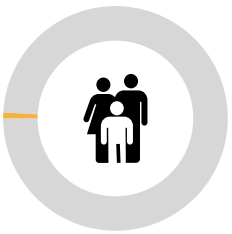
Supplemental & Concentration Grant funding is based on enrollment of "High Needs" students:



Low Income
78.8%



English Learners
22%



Foster Youth
0.65%



93.2%
Graduation Rate



1,197
TEACHERS

3,076
TOTAL STAFF



INTRODUCTION TO LCAP & LCFF

What is the LCAP?

The LCAP is the District's **3-Year Plan** showing how state LCFF funds are used to serve all students.

THE LCAP IS USED TO:

- SET **GOALS**
- PLAN **ACTIONS**
- BUDGET **EXPENDITURES**
- REVIEW **PROGRESS**



THE 8 STATE EDUCATION PRIORITIES

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

AUHSD's LCAP **AT A GLANCE**

3	29	40	$164,013,350
GOALS	ACTIONS	INDICATORS	BUDGETED EXPENDITURES

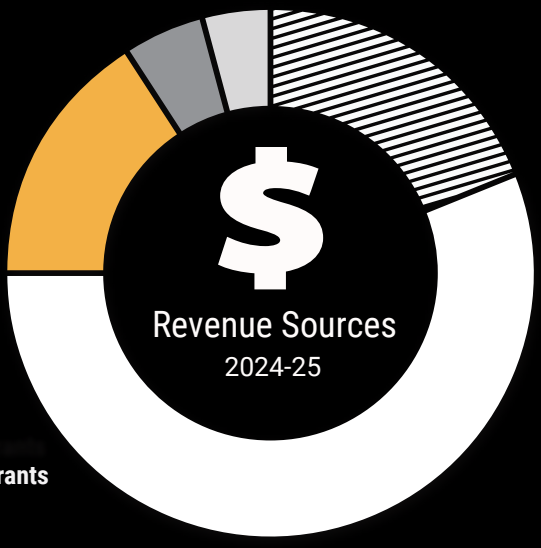
Note: Goals 4-6 in District LCAP were written for schools who received Equity Multiplier Funds (Gilbert, Polaris, CVA)

Where does AUHSD get its funding?

- **Non-LCFF State** $69,684,460
- **Federal** $31,387,377
- **Local** $21,194,862

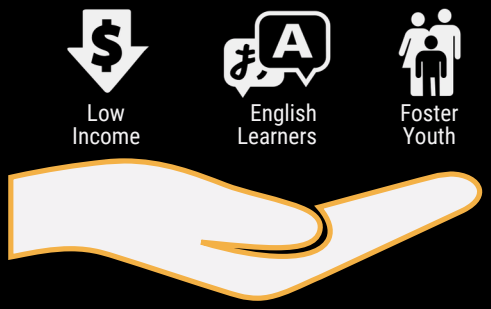
LCFF

- **Base Grant** $307,670,832
- **Concentration & Supplemental Grants** $99,825,339



LCFF

California's Local Control Funding Formula (LCFF) determines the level of state funding provided to school districts. This funding primarily originates from property taxes, which are collected and redistributed to schools based on need. The majority of funding (Base Grant) is dedicated to improving academic outcomes for all students, with additional funding (Concentration & Supplemental Grants) provided for English Learners, Foster Youth, and students living in poverty.



California's Eight State Priorities



The state of California has identified eight priorities for improving student outcomes that must be addressed by school districts in their LCAP.

These eight priorities are grouped under three categories:
Conditions for Learning: Priority 1, 2, 7
Engagement: Priority 3, 5, 6
Student Outcomes: Priority 4, 8



Priority 1: Basic Services

- Rate of teacher misassignment
- Access to standards-aligned materials
- Facilities in good repair



Priority 2: Implementation of State Standards

- Academic content
- Performance Standards



Priority 3: Parental Involvement

- Efforts to seek parental input in decision-making
- Promotion of parent participation



Priority 4: Pupil Achievement

- Standardized test scores
- Advanced placement test pass rates
- English language proficiency and reclassification rates
- Evidence of college and career readiness



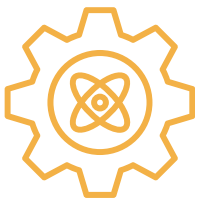
Priority 5: Pupil Engagement

- Attendance rates
- Middle and high school dropout rates
- Graduation rates
- Chronic absenteeism



Priority 6: School Climate

- Suspension rates
- Expulsion rates
- Sense of safety and connectedness (school climate survey)



Priority 7: Course Access

- Pupil enrollment in a broad course of study, including core academic subjects, STEM, world language, the arts, health, career technical education, and physical education



Priority 8: Other Pupil Outcomes

- Pupil outcomes in broad course of study
- Measurement of student performance in required other areas of study

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

LCAP DEVELOPMENT & PARTNER ENGAGEMENT

How is the LCAP developed?

By working closely with parents and other educational partners, we create an LCAP that reflects our community's unique needs and aspirations. Through a collaborative process of gathering input and feedback, we ensure our plan effectively supports student learning and well-being.

TIMELINE OF LCAP DEVELOPMENT

CONNECT — With Educational Partners

WINTER

PRESENT — LCAP to Advisory Committees

SPRING

SHARE — LCAP with Public & Collect Further Input

SPRING

FINALIZE — LCAP & Present to Board for Adoption

Listening to our Educational Partners

Most common areas of concern:

Parent Engagement
Increase communication opportunities

Teacher Support
Need more academic resources to support teachers

Student Success
Expand CTE and support programs

Counselor Availability
Increase behavioral health resources

BY THE NUMBERS

5
LCAP STEERING COMMITTEE MEETINGS

5
LCAP EDUCATIONAL PARTNER ENGEMENT PROCESS MEETINGS

18,831
LCAP SURVEY RESPONSES

4
DELAC & LCAP MEETINGS

GOAL #1



CAREER PREPAREDNESS SYSTEMS FRAMEWORK

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.

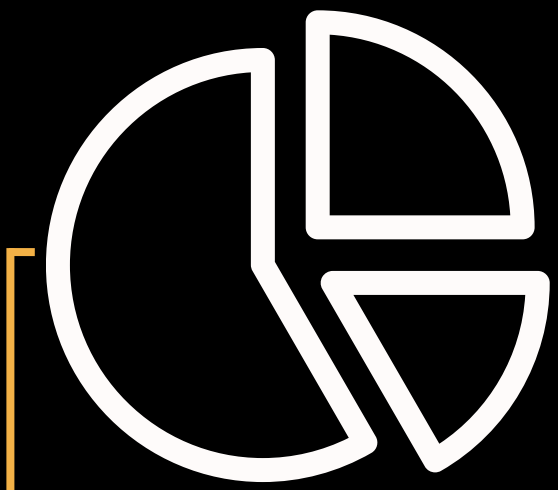
State Priorities addressed by this goal. = **Aligned action**

- **Priority 1: Basic Services**
- **Priority 2: Implementation of State Standards**
- **Priority 4: Pupil Achievement**
- **Priority 7: Course Access**
- **Priority 8: Other Pupil Outcomes**

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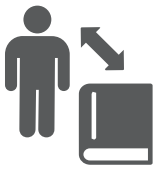
Actions & Services within this Goal

GOAL #1 Budgeted Expenditures



$107,410,350

HIGHLIGHTED PROGRESS INDICATORS



MAINTAIN ACCESS TO STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS

100%	TBD	TBD	= 100%
Baseline	Year 1	Year 2	Year 3 Goal



INCREASE STUDENT PERFORMANCE ON ELA CAASPP

(Measured as pts from standard; the standard is "0")

-26.5	TBD	TBD	↑ -21.5
Baseline	Year 1	Year 2	Year 3 Goal



INCREASE STUDENT PERFORMANCE ON MATH CAASPP

(Measured as pts from standard; the standard is "0")

-87.7	TBD	TBD	↑ -82.7
Baseline	Year 1	Year 2	Year 3 Goal



INCREASE % OF STUDENTS COMPLETING A-G UC/CSU ENTRANCE REQUIREMENTS

50.6%	TBD	TBD	= 53%
Baseline	Year 1	Year 2	Year 3 Goal



INCREASE PERCENT OF GRADUATING CLASS PREPARED FOR COLLEGE/CAREER

49.3%	TBD	TBD	↑ 52%
Baseline	Year 1	Year 2	Year 3 Goal



INCREASE HIGH SCHOOL GRADUATION RATE

93.2%	TBD	TBD	= 95%
Baseline	Year 1	Year 2	Year 3 Goal

HIGHLIGHTED ACTIONS & EXPENDITURES

1.1	Provide continuous professional learning for teachers and staff, focusing on the 5 Cs, soft skills, technical skill, student voice and purpose, and focusing on effective instructional strategies, differentiated instruction, and the integration of technology in the classroom.	**$18,500,000**
1.2	District leadership along with instructional leaders design, deliver, and model effective instructional strategies and facilitate growth of these practices at school sites to support the development of the 5 Cs, civic engagement, CPSF, academic achievement and post-secondary readiness.	**$6,550,000**
1.3	Provide sufficient instructional materials that are aligned with current California State Standards. The district will purchase and implement instructional materials that are aligned with current state adopted standards.	**$17,000,000**
1.4	Educational Information Technology staff will develop a life cycle for student devices, applications and network infrastructures. These staff will support training resources and create critical integration points to facilitate students and staff access to technological resources.	**$8,000,000**
1.5	District staff and teachers develop and monitor district programs, courses, and extracurricular opportunities to ensure student access to a broad course of study so they can find purpose, be prepared for post-secondary learning, and develop career ready skills.	**$30,000,000**
1.7	District staff and teachers will implement non-traditional instructional options to address the multi-tiered academic needs of students in order to reach graduation and post-secondary goals. School and district staff will research and implement flexible learning opportunities, and course offerings for all students.	**$7,929,135**

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AUHSD

In 2023-24, AUHSD made up approx. 12.8% of all 12th Grade Students among Orange County School Districts

Demographics

26,306 Total Enrollment

80.3% Socioeconomically Disadvantaged

21.8% English Learners

14.3% Students with Disabilities

2022-23

54.3% A-G Completion — Above State Average

34.6% CTE Pathway Completion — 2nd in Orange County

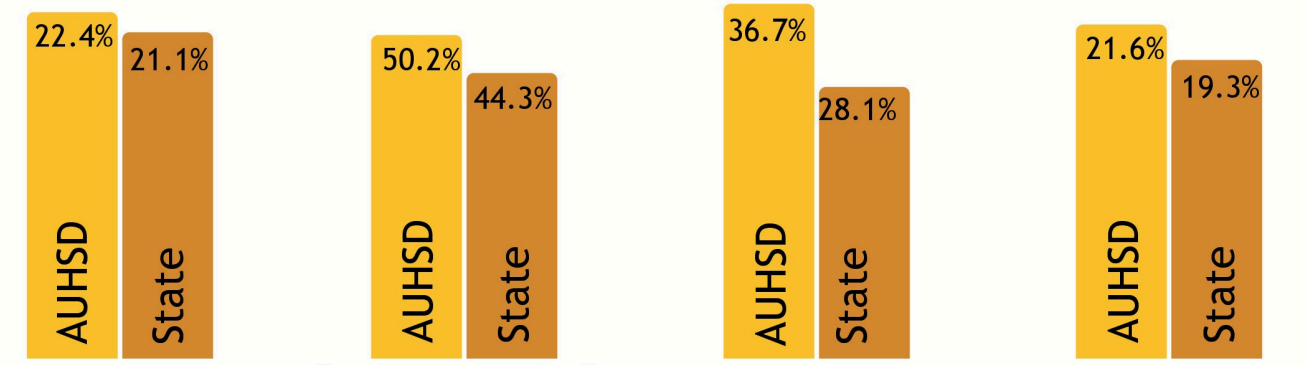
23.1% State Seal of Biliteracy — 2nd in Orange County

53% Increase in students enrolling in AP Courses & Passing since 2021-22

44% Increase in students in Dual Enrollment courses since 2021-22

1st in CA 3039 students earning the State Seal of Civic Engagement

Students Meeting A-G Requirements



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Anaheim Collaborative Partners

University of California, Irvine

California State University, Fullerton

Retention Rates of 1st Year Students

91.4%	98%
Overall Students	AUHSD Students

** Class of 2022*

UCI Admission Rates

	Overall	AUHSD
2022	21%	31%
2023	26%	30%

Admission Rates

Fall Term	AUHSD Students		Overall Students
2021	67.6%	>	59.4%
2022	78%	>	66.7%
2023	91%	>	86.7%

Transfer Rates from Fullerton & Cypress College to UCI and CSUF

UCI
57%
vs.
44%

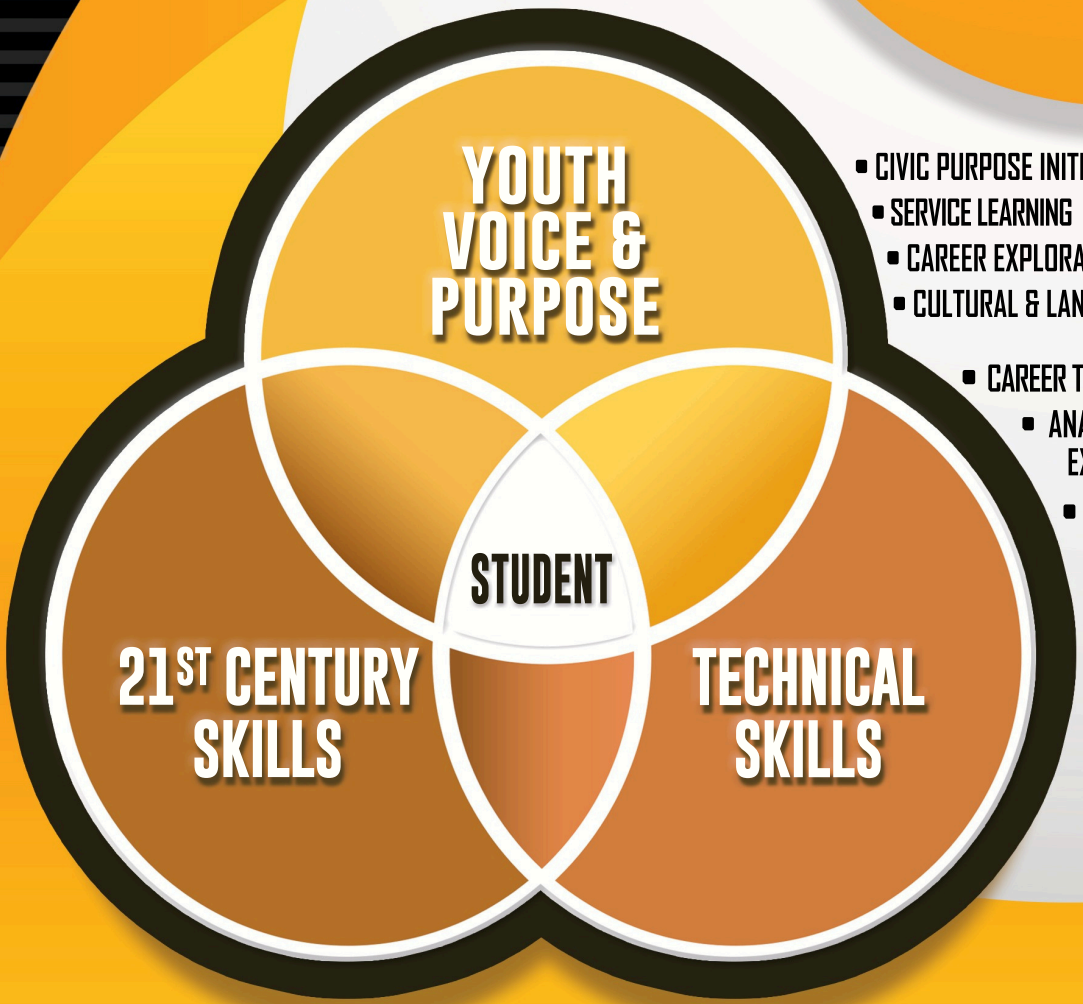
Cypress College

AUHSD 2023 Cohort
vs.
Overall Transfer Rates

CSUF
82%
vs.
36%

CAREER PREPAREDNESS SYSTEMS FRAMEWORK

CPSF



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

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

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

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ANAHEIM UNION HIGH SCHOOL DISTRICT

CHARACTER and COMPASSION



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

	Students who need substantial **scaffolding** and **guidance** are:	Students who need moderate **facilitation** are:	Students who need minimal **direction** are:
	EMERGING	**PROGRESSING**	**EXCELLING**
COMMUNITY	Demonstrate civic awareness of social, political, or cultural issues occurring within the community.	Demonstrate some civic engagement in the community (e.g., participating in a volunteer activity or registering to vote).	Demonstrate active civic engagement by responding to needs of the community; volunteer to take action or implement a plan of change.
DIVERSITY	Begin developing an understanding of diversity and participate in opportunities to learn about cultural competency.	Understand the value of diversity and demonstrate ability to interact respectfully with people who have different views.	Value diversity and demonstrate cultural competency by respectfully interacting with people from different cultures; seek to understand different views and examine own views critically.
ADVOCACY	Be an active helper in group situations; may act as a bystander rather than an advocate in situations of conflict.	Be an active and engaged participant in group situations; support others in a non-confrontational way in situations of conflict.	Be a leader in group situations; act as an upstander by actively supporting and advocating for others in situations of conflict.
EMPATHY	Demonstrate sympathy; begin to practice mindfulness; develop awareness of vulnerability of self and others.	Demonstrate empathy situationally; practice mindfulness; reflect on own vulnerability and consider the vulnerability of others.	Demonstrate compassion; practice mindfulness regularly; embrace own vulnerability as a means of connecting with and supporting others.
SELF AWARENESS	Begin to develop self-awareness including feelings and motives; begin to understand integrity and reflect on moral principles.	Demonstrate self-awareness; understand integrity and display it situationally.	Demonstrate strong self-awareness, self-love, and self-advocacy; display high levels of integrity and support others in doing the same.

CLASSROOMS THAT PROMOTE CHARACTER AND COMPASSION...

- Give time and create positive opportunities for students to get to know each other and be known as an individual by teachers and peers.
- Explore, respect, and celebrate the diversity (cultural, religious, linguistic, economic, ability, gender identity, family structure, sexual orientation, etc.) of the school community at every opportunity.
- Provide learning environment that allows students to see and understand other points of view and model consistent, positive interactions.
- Establish a student- and teacher-developed social contract that outlines expectations and desired outcomes to create agreement and a classroom culture where students feel a sense of responsibility to and for one another.
- Model leadership and civic inquiry to show open-mindedness both as an attribute and as a value; build positive relationships with community.

ANAHEIM UNION HIGH SCHOOL DISTRICT

COLLABORATION



Collaboration is the ability for people to work with others to achieve a shared goal. Effective collaboration requires sharing leadership and responsibility, working from strengths of self and others, following through on commitments, providing and receiving constructive feedback, and modifying ideas or approaches to benefit the group. It is important to create a sense of shared ownership by making sure each person's voice is heard, working respectfully together, and valuing team members' cultures, languages, and perspectives.

	Students who need substantial **scaffolding** and **guidance** are:	Students who need moderate **facilitation** are:	Students who need minimal **direction** are:
	EMERGING	**PROGRESSING**	**EXCELLING**
ROLES	Follow preset or assigned group norms and roles.	Participate in the process of setting group norms and assigning roles.	Set and follow group norms and establish roles aligned with individual strengths in a self-directed manner.
VIEWS	May need prompting to consider different perspectives.	Consider different perspectives.	Seek out, value, and incorporate different perspectives.
DISCUSSION	Practice expressing opinions thoughtfully and interacting respectfully with team members, with guidance.	Express thoughtful opinions related to the topic or discussion; interact respectfully with all team members.	Express thoughtful opinions related to the topic or discussion and encourage others to do the same; create an inclusive, respectful environment; apply positive conflict resolution when needed.
TEAMWORK	Work together to create an action plan with scaffolded support.	Work together to create an action plan to achieve a shared goal.	Work together to build consensus among group members and create a comprehensive action plan to achieve a shared goal.
FEEDBACK	May need guidance to learn how to give and receive feedback and how to reflect on performance.	Practice giving constructive feedback, adapt ideas in response to feedback from others, and reflect on individual and group performance with occasional outside facilitation.	Provide constructive feedback consistently, adapt ideas or approaches in response to feedback while considering the benefit to the group, and reflect on individual and group performance.

CLASSROOMS THAT PROMOTE COLLABORATION...

- Give intentional Talk Time (approximately 30% of class time) for students to participate in discussions, debates, oral presentations, written assignments, and group projects.
- Provide flexible physical workspaces where desks can be moved to support multiple types of learning (e.g., small groups, fishbowl conversations) and provide digital collaboration opportunities when possible.
- Establish a clear social contract to create a safe, equitable learning environment that invites teamwork and where students feel comfortable asking questions and are excited to learn together.
- Build opportunities that teach students how to be part of a team including the benefits of collaboration, setting of group roles and norms, stages of team building, and protocols for handling conflict or disagreement.
- Encourage, support, and recognize the achievements of the team and the contributions of all individual students.

ANAHEIM UNION HIGH SCHOOL DISTRICT

COMMUNICATION



Communication is the sharing of ideas, information, opinions, or emotions with other people. Communication can be written, spoken, or nonverbal and requires the ability to read and understand text; write and speak with clear purpose, tone, and awareness of audience; and listen effectively to others. As technology changes, communication must constantly adapt in school, work, and everyday life, but remains central to the sharing of knowledge and forming of relationships.

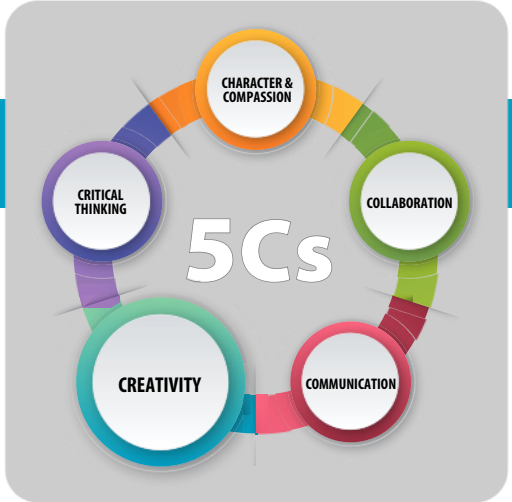
	Students who need substantial **scaffolding** and **guidance** are: EMERGING	Students who need moderate **facilitation** are: PROGRESSING	Students who need minimal **direction** are: EXCELLING
COMPREHENSION	Demonstrate some understanding of information (subject, purpose, audience, relevance, tone).	Demonstrate understanding of information (subject, purpose, audience, relevance, tone) and identify important ideas.	Demonstrate strong understanding of information (subject, purpose, audience, relevance, and tone) from various sources; identify important ideas and supporting details; make connections between information, past learning, or life experiences.
MESSAGE	May need support to clearly convey message and to adjust approach for different writing or speaking situations.	Convey message clearly; attempt to adapt genre and language to the purpose, audience, and medium when writing or speaking.	Convey message articulately and purposefully; independently adapt genre and language to various purposes, audiences, and mediums when writing or speaking.
SPEAKING	May need reminders and support to demonstrate poise, voice, emotion, eye contact, gestures, and appropriate speed when speaking.	Demonstrate poise, voice, emotion, eye contact, gestures, and appropriate speed when speaking.	Effectively engage the audience; consistently demonstrate poise, voice, emotion, eye contact, gestures, and appropriate speed when speaking.
LISTENING	Listen with some understanding; may need scaffolding for positive listening behaviors such as sitting up, leaning forward, asking questions, nodding, and tracking the speaker.	Recognize and restate main points when listening; demonstrate some positive listening behaviors such as sitting up, leaning forward, asking questions, nodding, and tracking the speaker.	Recognize main ideas, make relevant connections, and detect bias when listening; independently employ positive listening behaviors including sitting up, leaning forward, asking questions, nodding, and tracking the speaker.
REFLECTION	Reflect on content of written or oral communication with scaffolding and guidance.	Reflect on content and delivery of written or oral communication.	Reflect on content, delivery, and implications of written or oral communication; identify how learning altered existing knowledge or approach.

CLASSROOMS THAT PROMOTE COMMUNICATION...

- Give assignments that allow students to practice different modes of communication (written, oral, and nonverbal) and ensure approximately 30% of class time is dedicated to providing formal and informal speaking opportunities.
- Provide opportunities for students to communicate with various audience (peers, teachers, outside audiences) to contextualize communications.
- Use technology to develop speaking and listening skills (e.g., create video blogs that allow students to practice speaking then have students develop their aural skills by listening to each other's video blogs, noting the purpose, main points, implications, and tone).
- Ask open-ended questions to facilitate discussion and debate and demonstrate multiple ways to interpret and answer a question.
- Encourage students to develop their independent voice through freedom of choice in mode and topic.

ANAHEIM UNION HIGH SCHOOL DISTRICT

CREATIVITY



Creativity is the ability to think or design in innovative and useful ways. It is a process, rather than a single thought or event, and requires comfort with uncertainty and the unfamiliar, the ability to see from different perspectives, flexibility, and courage to take on the risk involved in creating something new. Creativity is important because it generates new possibilities, innovations, and solutions to problems.

	Students who need substantial **scaffolding** and **guidance** are:	Students who need moderate **facilitation** are:	Students who need minimal **direction** are:
	EMERGING	**PROGRESSING**	**EXCELLING**
INNOVATION	Rely on familiar ideas or solutions and may require guidance to generate innovative thinking.	Attempt to form original ideas or solutions while considering more than one possibility when developing an approach.	Form innovative ideas or solutions that are new or unexpected; consider effectiveness of multiple possibilities before deciding on an approach.
SOURCES	Use typical source(s) of information.	Use several sources of information, some of which are unique.	Use a variety of resources; find unusual ways or places to get information; seek out support and feedback from others.
OPEN-MINDEDNESS	May need encouragement when confronted with ambiguity or different perspectives.	Demonstrate open-mindedness when confronted with ambiguity or different perspectives; modify ideas or approach based on new information.	Demonstrate comfort with freedom of choice, ambiguity, and different perspectives; take risks and modify ideas or approach based on new information.
MATERIALS	Willing to use different media and materials to build understanding or share ideas, with guidance.	Demonstrate interest in and attempt to use different media and materials to express ideas.	Use a variety of materials and media to enhance learning and express ideas; present information in a different way or recreate it from a new perspective.
REFLECTION	May need guidance and support when reflecting on personal performance and the creative process.	Reflect on personal performance and the creative process; identify opportunities for growth.	Independently reflect on personal performance and past/future growth; understand the value of the creative process as well as the end product.

CLASSROOMS THAT PROMOTE CREATIVITY...

- Value and reward curiosity and innovation by encouraging students to question, explore, and investigate topics and help them understand how doing so contributes to their own or classroom learning.
- Provide opportunities for students to pitch ideas, share work, and gather feedback from peers and experts.
- Create a safe learning environment for students and teachers where originality of ideas is regularly celebrated and uncertainty, taking risks, and learning from failure are encouraged and acceptable.
- Incorporate innovative learning materials such as podcasts or AUHSD Talks and use technology to help students engage more deeply with a topic.
- Provide opportunities for students to facilitate their own learning and the learning of others by exploring areas of interest.

ANAHEIM UNION HIGH SCHOOL DISTRICT

CRITICAL THINKING



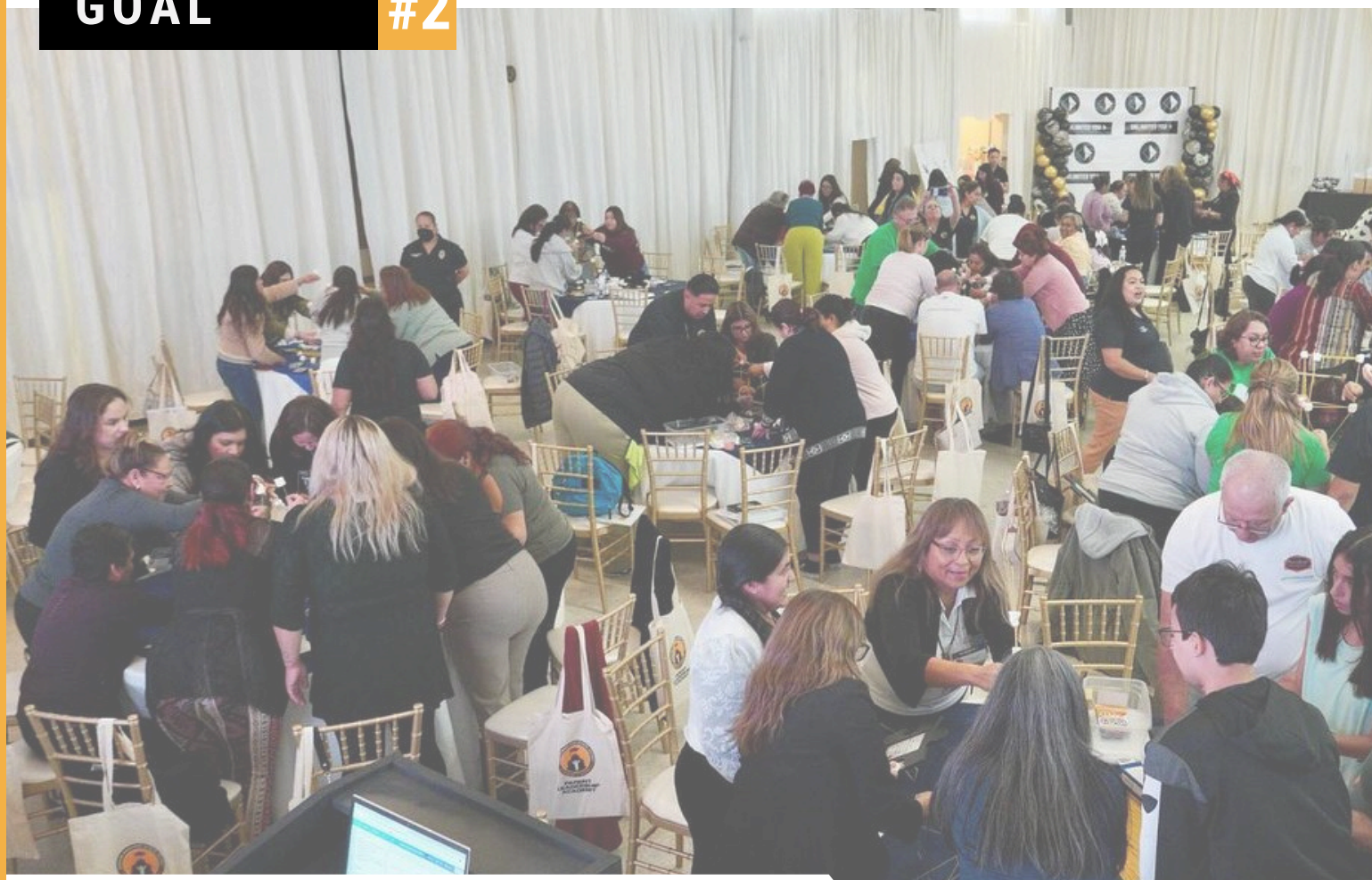
Critical thinking is when the quality of thought is improved by analyzing, assessing, and reconstructing information. Critical thinking means asking a question with purpose or identifying a goal, constructing and evaluating arguments, identifying relevant and important ideas, detecting inconsistencies in reasoning, and reflecting on the justification of the conclusions. Being able to think this way is crucial to navigating the world both in- and outside educational settings and to finding solutions to real-world problems.

	Students who need substantial **scaffolding** and **guidance** are:	Students who need moderate **facilitation** are:	Students who need minimal **direction** are:
	EMERGING	**PROGRESSING**	**EXCELLING**
RESOURCES	Require guidance to find and use appropriate and accurate resources.	Identify and use appropriate and accurate resources.	Identify and use appropriate, accurate, and reliable resources; make connections between disciplines and contexts.
ANALYSIS	Begin to analyze new information and perspectives with support.	Demonstrate moderate ability to analyze, synthesize, and evaluate new information and perspectives.	Analyze, synthesize, evaluate, and detect bias in new, complex information and perspectives.
GRIT	May need encouragement to develop grit and resilience to persevere.	Demonstrate grit and resilience to persevere situationally.	Demonstrate grit and resilience to persevere consistently, even in novel or unexpected situations.
GROWTH	May need to be reminded that some problems require more effort to solve.	Increase effort in response to challenging problems.	Seek out challenging problems and approach failure as an opportunity to improve and increase effort accordingly.
PROBLEM SOLVING	Use problem solving process and self-reflection inside a scaffolded classroom setting as directed.	Apply problem solving process and self-reflection in classroom and school settings (e.g., in other classes, on projects, with group work).	Apply problem solving process and self-reflection to real-world problems; consider how the process can be used to find solutions outside of a school setting (e.g., at home, at work, with friends).

CLASSROOMS THAT PROMOTE CRITICAL THINKING...

- Create learning opportunities such as AUHSD Talks, Project Based Learning, DBQs, Civic Inquiry, and performance tasks that are open-ended, intentionally challenging to students, connected to meaningful real-life contexts, relevant to students' lives, and aligned to students' interests.
- Allow students to make independent critical decisions throughout the process of completing an assignment (e.g., students are allowed to formulate their own problems/hypotheses within a topic, instead of being given a prompt or completed hypothesis.)
- Give students time to process material or concepts that require them to manipulate information; to think about, discuss, and evaluate content; and to make decisions based on evidence either individually or in teams.
- Monitor student learning by regularly checking for understanding, adjusting instruction as needed, and providing opportunities for students to reflect on learning.
- Encourage students to ask critical questions and consider diverse perspectives about subject matter to facilitate discussion, clarify, and extend students' thinking.

GOAL #2



COMMUNITY SCHOOLS

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

State priorities addressed by this goal.

Priority 3: Parental Involvement

= Aligned action

4

Actions & Services within this Goal

GOAL #2 Budgeted Expenditures

$16,200,000

HIGHLIGHTED PROGRESS INDICATORS



INCREASE ATTENDANCE AT PARENT AND FAMILY ENGAGEMENT EVENTS

14, 651	TBD	TBD	↑ 15K
Baseline	Year 1	Year 2	Year 3 Goal



INCREASE PARENT & FAMILY AWARENESS ABOUT ANAHEIM PLEDGE

76.18%	TBD	TBD	↑ 90%
Baseline	Year 1	Year 2	Year 3 Goal



INCREASE PARENT & FAMILY AWARENESS OF SIX-YEAR PLAN

64%	TBD	TBD	↑ 70%
Baseline	Year 1	Year 2	Year 3 Goal



INCREASE NUMBER OF PARENTS/FAMILIES WHO FEEL INFORMED

(% who agree or strongly agree)

94%	TBD	TBD	↑ 98%
Baseline	Year 1	Year 2	Year 3 Goal



INCREASE NUMBER OF PARENTS/FAMILIES WHO FEEL SCHOOL EVENTS ARE RELEVANT

85%	TBD	TBD	= 90%
Baseline	Year 1	Year 2	Year 3 Goal



CONTINUE TO EMPOWER FAMILIES TO PARTICIPATE IN DECISION-MAKING.

(LCAP parent survey participants)

2,545	TBD	TBD	= 3K
Baseline	Year 1	Year 2	Year 3 Goal

HIGHLIGHTED ACTIONS & EXPENDITURES

2.1	School and district staff will increase engagement, communication, and support for parents by establishing, expanding, or refining resources that are available at all schools to ensure families and students can meaningfully engage.	**$9,000,000**
2.2	Family and Community Engagement Specialists (FACES) and translators will provide language-appropriate support and programming to support low income, ELs (plurilingual learners) foster youth and their families to ensure access to school and community resources.	**$3,000,000**
2.3	FACES and Community School's staff in partnership with case carriers, program specialists, and psychologists will establish, expand or refine family engagement opportunities for Students with Disabilities (SWD).	**(Expenditures included in Actions 2.2 & 3.2)**
2.4	AUHSD's Community Schools approach provides a unique set of supports and services that fit each neighborhood's assets and needs. This approach aims to partner with students, families, teachers, school staff and community partners to align community resources and community-rooted instructional practices to improve student outcomes.	**$4,200,000**

COMMUNITY SCHOOLS IN AUHSD

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



ENRICHED AND EXPANDED LEARNING

A Strong and Proven Curriculum

- Rich and varied academic program
- Challenging, culturally relevant materials address student learning needs
- ESL classes, GED preparation, and job training are offered to parents

High-Quality Teaching

- Experienced teachers facilitate student learning at high levels
- Curriculum is student-centered
- Focus is on instructional time, not testing



INTEGRATED SUPPORT SYSTEMS

- Effectively support students' success by meeting their academic, physical, social emotional, and mental health needs.
- Statute defines this as including the "coordination of trauma-informed health, mental health, and social services."
- Require that students be well known so that they can be well served.



AUTHENTIC FAMILY AND COMMUNITY ENGAGEMENT

- Involves actively tapping into the expertise and knowledge of family and community members to serve as true partners in supporting and educating students.
- Statute defines this as "home visits, home-school collaboration [and] culturally responsive community partnerships."
- Incorporates learning and shared leadership opportunities for family members.



Key Principles of Family and Community Engagement

Meeting the Needs of Each Family



Equity

Family and community engagement should be approached with a lens of equity to ensure all families' needs are addressed and together we find ways to meet these needs.



Access

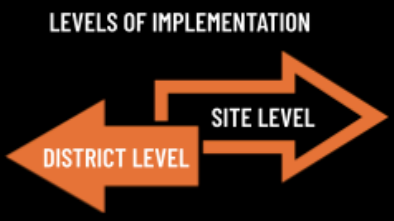
The district will provide as much support as possible to remove barriers for families to be able to engage in with our schools.



Responsiveness

Our schools will provide safe spaces for families to raise their voice and we will work and collaborate to address concerns in a timely manner with a solution-oriented mindset.

Essential Conditions for Family and Community Engagement





Welcoming Environments

Every school will promote a positive school culture that welcomes families, acknowledges their assets, and values diversity.



Building Trusting Relationships

Staff will build authentic relationships with students, families, and community members, which foster trust.



Empowering Families

The district and school sites will provide opportunities for families to become leaders in their schools and community to promote positive change.

Family and Community Engagement Capacity-Building Strategies



COLLABORATIVE LEADERSHIP PRACTICES

- Establish a culture of professional learning, collective trust, and shared responsibility for outcomes in a manner that includes students, families, and community members.
- Statute defines this as including "professional development to transform school culture and climate that centers on pupil learning and supports mental and behavioral health, trauma-informed care, Social Emotional Learning [and] restorative justice."



COMMUNITY SCHOOLS

Four Cornerstone Commitments

There are four commitments recognized as essential components to all California community schools. These commitments are aligned with consistent themes expressed in the initial phase of our community engagement process.



COMMUNITY SCHOOLS

AUHSD's WHOLE CHILD APPROACH

CPSF Framework

- 21st Century Skills (soft skills)
- Technical Skills (hard skills)
- Cultivation of Student Voice and Purpose

Capstone

- No Benchmarks
- Teacher created Performance Task Assessment System
- Every period, every day
- Culturally relevant

Leadership System

- Professional Learning focused in equity and inclusion for Principals
- 5Cs Coaches
- Community School Teacher Leads
- Civic Engagement Leads
- School Leadership Teams (common release period for core area department chairs)

COMMUNITY SCHOOLS

AUHSD's WHOLE CHILD APPROACH

Reflective Learning Walk

- Teacher Reflective Learning Walk
- Parent Reflective Learning Walk
- Community Reflective Tour
- Student Work Reflection
- Street Data

Investing in Students

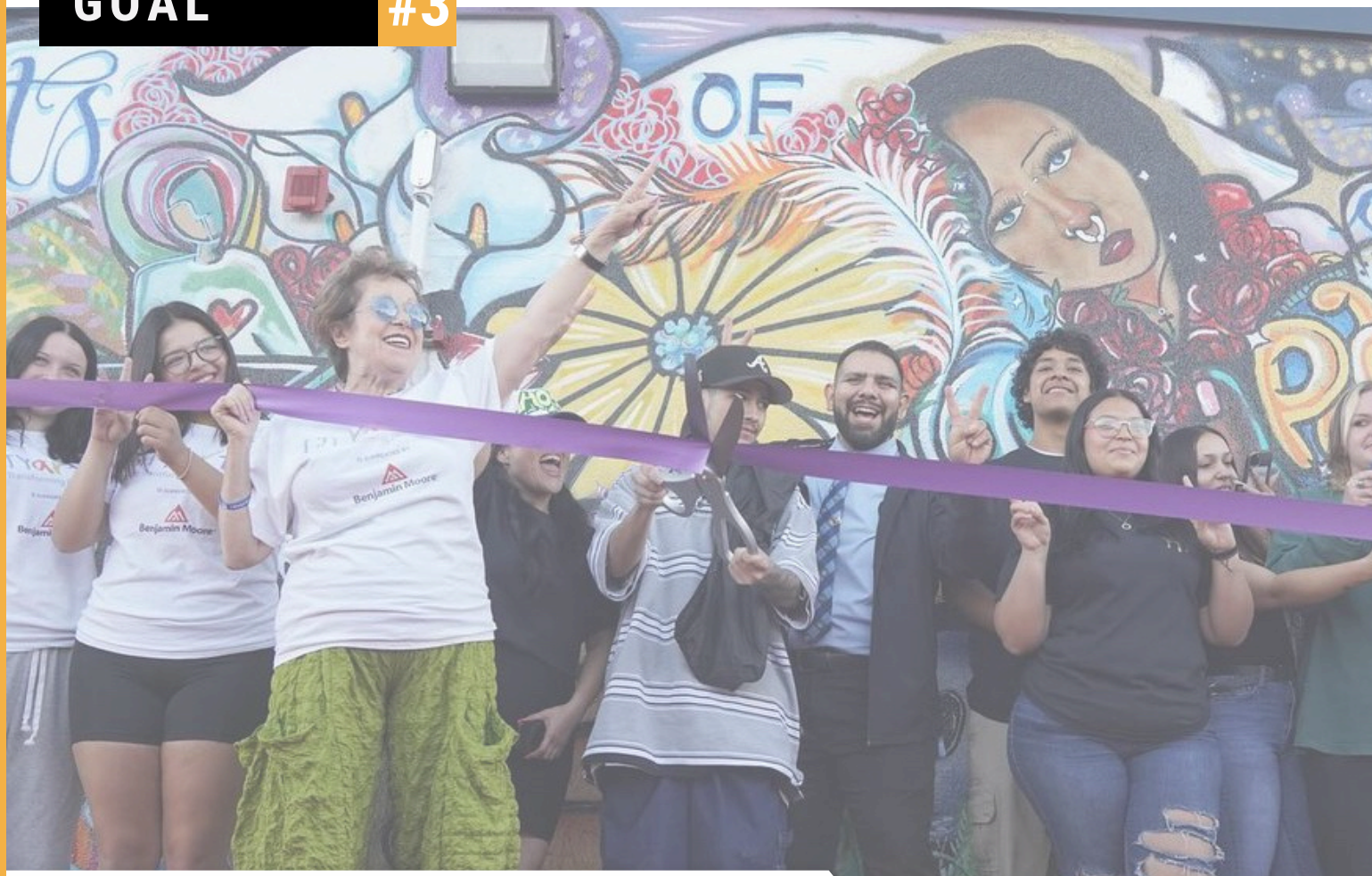
- Authentic Audience
- Work-based Learning Opportunities/AIME
- College Credit
- Paid internships

Collective Leadership

- Community Partnerships
- The Anaheim Collaborative
- Community School Steering Committee

Thriving Students, Thriving Families, Thriving Communities!

GOAL #3



SCHOOL CULTURE

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).**

State Priorities addressed by this goal.

= **Aligned action**

- **Priority 1: Basic Services**
- **Priority 5: Pupil Engagement**
- **Priority 6: School Climate**

6

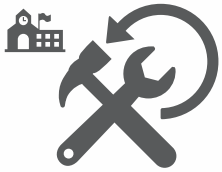
Actions & Services within this Goal

GOAL #3 Budgeted Expenditures



$38,365,000

HIGHLIGHTED PROGRESS INDICATORS



MAINTAIN FACILITIES MEETING "GOOD REPAIR" STATUS

(Per Facility Inspection Tool)

100%	TBD	TBD	= 100%
Baseline	Year 1	Year 2	Year 3 Goal



INCREASE STUDENTS THAT FEEL ACCEPTED AT THEIR SCHOOL

(LCAP Student Survey - Belonging: Students Self-Acceptance)

87%	TBD	TBD	+ 90%
Baseline	Year 1	Year 2	Year 3 Goal



INCREASE STUDENTS THAT FEEL THEY CAN GO TO ADULT FOR HELP

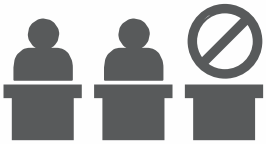
(LCAP Student Survey - Connection: An Adult They Trust)

69%	TBD	TBD	+ 72%
Baseline	Year 1	Year 2	Year 3 Goal



INCREASE ATTENDANCE RATE

91.3%	TBD	TBD	↑ 95%
Baseline	Year 1	Year 2	Year 3 Goal



REDUCE RATE OF CHRONIC ABSENTEEISM

25%	TBD	TBD	↓ 15%
Baseline	Year 1	Year 2	Year 3 Goal



REDUCE SUSPENSION RATE

3.8%	TBD	TBD	↓ 2%
Baseline	Year 1	Year 2	Year 3 Goal

HIGHLIGHTED ACTIONS & EXPENDITURES

3.1	District administrators with support of specialized staff will improve District systems for identifying and supporting students with significant truancy and attendance issues, and chronic absenteeism for all students and place a close emphasis on low income, foster youth, and English learner (plurilingual) students are supported to engage academically and achieve at the highest rates possible.	**$6,000,000**
3.2	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, and English learners (plurilingual) students to reduce student suspensions, improve student learning, and promote well-being.	**$8,000,000**
3.3	School counselors and support staff will develop and implement standards-based school counseling programs that monitor student academic progress, deliver support services, and support the Anaheim Pledge to ensure students with an emphasis on low income, foster youth, and English learners (plurilingual) students graduate and are prepared for post-secondary options.	**$4,000,000**
3.4	School administrators, faculty, facilities and maintenance staff, and community volunteers will implement a comprehensive plan to upgrade and maintain school facilities. This includes repair, renovations, and necessary improvements to ensure a safe and healthy learning environment, which is crucial for the academic success and well-being of all students, including low income, foster youth, and English learners (plurilingual) students.	**$20,000,000**
3.5	Staff will provide academic and social-emotional support for foster youth and McKinney-Vento students in order to increase student engagement, academic achievement, and post-secondary readiness.	**$365,000**
3.6	The District will continue its efforts, as funding permits to allocate staffing (social workers, counselors, FACES, Community School Coordinators) for every site specifically to support foster youth and low income (McKinney-Vento) students to provide transportation, mentoring programs, supplies, mental health services, and care coordination with outside agencies.	**(Expenditures for this action are included in Actions 2.2, 3.2 and 3.3)**

HIGHLIGHTS & AWARDS

#1
Public School in Orange County (Oxford Academy)

2
National Blue Ribbon Awards

13
California Distinguished Schools

10
California Civic Learning Awards of Excellence

1
California Democracy School District

2
California Green Ribbon School (Katella/Magnolia)

8
Golden Bell Awards from CSBA

13
California Gold Ribbon Schools

1
California Champion of Civics: Superintendent Matsuda

2
NAMM Best Communities for Music

1
P21 National Exemplar School

20
California Democracy Schools

1
California Model Continuation High School (Gilbert High School)

1
Californians Together Lynn Aoki Multiple Pathways District Recognition Award

2
CABE Seal of Excellence Schools



Educational Partner

Engagement Process

Appendices



UNLIMITED YOU

ANAHEIM UNION HIGH SCHOOL DISTRICT

Appendix 1 AUHSD Pledge Overview Matrix
Appendix 2 Plurilingual/English Learner Taskforce Recommendations
Appendix 3 Students with Disabilities LCAP Recommendations
Appendix 4 Foster Youth LCAP Recommendations
Appendix 5 2025-2026 LCAP Need/Gap Analysis
Appendix 6 LCAP Acronyms

Appendix 1

ANAHEIM UNION EDUCATIONAL PLEDGE
OVERVIEW IMPLEMENTATION COMMITMENTS

	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
ACADEMIC PLANNING	• 6-Year plan created • Course Completion of "C" or higher • Global Awareness and Cultural Competence • Capstone Artifacts and Reflection • Focus on 5 Cs • Writing Journey • Civic Learning and Action Project • 6th to 7th Transition Plan • Planning for Pathways to Biliteracy	• 6-Year Plan Updated • Course Completion of "C" or higher • Global Awareness and Cultural Competence • Capstone Artifacts and Reflection • Focus on 5 Cs • Writing Journey • Civic Learning and Action Project • Pathways to Biliteracy	• 6-Year Plan Updated • A-G Course Completion of "C" or higher • CTE Pathway • 10 Hours of Civic Learning • Dual Enrollment Classes • Global Awareness and Cultural Competence • Capstone Artifacts and Reflection • Focus on 5 Cs • Writing Journey • Civic Learning and Action Project • 8th to 9th Transition Plan • Autobiographical Essay • Planning for Seal of Biliteracy	• 6-Year Plan Updated • A-G Course Completion of "C" or higher • CTE Pathway • 10 Hours of Civic Learning • Dual Enrollment Classes • Global Awareness and Cultural Competence • Capstone Artifacts and Reflection • Focus on 5 Cs • Writing Journey • Civic Learning and Action Project • Planning for Seal of Biliteracy	• 6-Year Plan Updated • A-G Course Completion of "C" or higher • CTE Pathway • 10 Hours of Civic Learning • Dual Enrollment Classes • Global Awareness and Cultural Competence • Capstone Artifacts and Reflection • Focus on 5 Cs • Writing Journey • Civic Learning and Action Project • SBAC Assessment • Planning for Seal of Biliteracy	• 6-Year Plan Updated • A-G Course Completion of "C" or higher • CTE Pathway • 10 Hours of Civic Learning • Dual Enrollment Classes • Global Awareness and Cultural Competence • Capstone Senior Portfolio Showcase • Focus on 5 Cs • Writing Journey • Civic Learning and Action Project • Seal of Biliteracy • Ensure 4th year of math
COLLEGE & CAREER PLANNING	• College and Career Fair • Thrively Strengths Assessment • 7th grade College and Career Exploration Activity • Counseling Instruction on Social Emotional • Financial Literacy	• College and Career Fair • Thrively Strengths Assessment/ Reflective Practice • 8th grade College and Career Exploration Activity • Counseling Instruction on Social Emotional • 8th Grade Push • Financial Literacy	• College and Career Fair • Thrively Strengths Assessment/ Reflective Practice • Anaheim's Innovative Mentoring Experience (AIME) and work-based learning • College and Career Exploration • Counseling Instruction on Social Emotional • Dual Enrollment • Financial Literacy	• College and Career Fair • Thrively Strengths Assessment/ Reflective Practice • Anaheim's Innovative Mentoring Experience (AIME) and work-based learning • College and Career Exploration & Assessment • Counseling Instruction on Social Emotional • Dual Enrollment • Financial Literacy	• College and Career Fair • Thrively Strengths Assessment/ Reflective Practice • Anaheim's Innovative Mentoring Experience (AIME) and work-based learning • AIME Internships • Counseling Instruction on Social Emotional • Dual Enrollment • Junior Push Activity • 12th grade planning • Transcript evaluation • UC Essay Activity • College Admissions Exams • FAFSA Forecasting • Financial Literacy	• College & Career Fair • Thrively Strengths Assessment/ Reflective Practice • Anaheim's Innovative Mentoring Experience (AIME) and work-based learning • AMIE Internships • Counseling Instruction on Social Emotional • Dual Enrollment • Senior Push Activity • College applications • College Admissions Exams • Apply for Financial Aid and Scholarships • Financial Literacy

ANAHEIM UNION EDUCATIONAL PLEDGE
OVERVIEW IMPLEMENTATION COMMITMENTS

	7th grade / 8th grade	9th grade / 10th grade	11th grade / 12th grade
FAMILY ENGAGEMENT	• Understand/Review 6-Year Plan • College & Career Awareness Experiences • Parent Leadership Academy • Family Engagement Education Series • Career Preparedness Systems Framework (CPSF) Implementation • Parent Learning Walks	• Review 6-Year Plan • College & Career Planning • Financial Aid Literacy • Parent Leadership Academy • Family Engagement Education Series • Career Preparedness Systems Framework (CPSF) Implementation • Parent Learning Walks	• Review 6-Year Plan • College admissions process workshop • Financial Aid workshop (11th)/Financial Aide Completion (12th) • College & Career Awareness Experiences • Parent Leadership Academy • Family Engagement Education Series • Career Preparedness Systems Framework (CPSF) Implementation • Parent Learning Walks
PROFESSIONAL LEARNING	• First Best Instruction through the 5 Cs • AUHSD HS Grad Requirements • College & Career Awareness • Culturally Relevant Pedagogy/ Implicit Bias • Social Emotional Learning • Project Based Learning • Civic Learning and Action • Inquiry Based Learning • Career Exploration/ Pathway • Family Engagement Strategies • Capstone Professional Learning • Writing Journey	• First Best Instruction through the 5 Cs • AUHSD HS Grad Requirements • College & Career Awareness • Culturally Relevant Pedagogy/ Implicit Bias • Social Emotional Learning • Project Based Learning • Civic Learning and Action • Inquiry Based Learning • Career Exploration/ Pathway • Family Engagement Strategies • Capstone Professional Learning • Writing Journey • Financial Aid/ Financial Literacy • Academic Alignment with Post-Secondary Institutions	

Rev 6/7/22

ANAHEIM UNION EDUCATIONAL PLEDGE
OVERVIEW IMPLEMENTATION COMMITMENTS

City of Anaheim	• Offer mentoring opportunities for any student in the Anaheim Union High School District through the Anaheim Innovation Mentoring Experience (AIME) program. • Offer summer internships through the Anaheim Innovation Mentoring Experience (AIME) program to high school juniors. • Provide AUHSD students and staff pre-approved access to Anaheim Public Library's online resources and services.
TGR Foundation – A Tiger Woods Charity	• TGRF and AUHSD staff will collaborate on course development articulated through CTE Pathways for AUHSD students at targeted schools. • TGRF will offer college access support to all AUHSD students through its College Bound Academy. • TGRF will offer college scholarships to select AUHSD students to help meet their financial needs. • TGRF will support AIME by identifying potential internships and apprenticeships for any joint TGRF/AUHSD student. • TGRF will offer in-person and digital learning options in STEM careers for all AUHSD students. • TGRF will work collaboratively with AUHSD to provide educator professional learning to deepen the classroom experience and connection to students. • TGRF will provide ongoing coaching support to AUHSD staff as they integrate inquiry into their classroom practice. • TGRF will provide support services for AUHSD families in the areas of career and college access.
North Orange County Community College District	• North Orange County Community College District (NOCCCD) campuses—Cypress College, Fullerton College and North Orange Continuing Education will work in collaboration with AUHSD to provide students, parents, and staff with resources promoting higher education: ○ NOCCCD will work with AUHSD staff to provide resources and services for students in grades 7 through 12th. ○ NOCCCD will work with AUHSD staff to provide parent workshops on financial aid and the admission process for the Cypress and Fullerton Colleges. ○ NOCCCD will provide dual enrollment courses in AUHSD schools. ○ For students who participate in AIME, the following resources will be provided: ▪ Offer mentoring opportunities for any student in the Anaheim Union High School District through the Anaheim Innovation Mentoring Experience (AIME) program. ▪ Offer summer internships through the Anaheim Innovation Mentoring Experience (AIME) program to high school juniors. • NOCCCD will facilitate colloquiums between high school and community college faculty. • NOCCCD campuses will support AUHSD students to ensure their success throughout the transition from high school to community college onto completion of their educational goals. ○ Provide college mentors at AUHSD High Schools. ○ Opportunity to participate in summer enrichment programs.
California State University, Fullerton	• CSUF will work in collaboration with AUHSD to provide students, parents, and staff with resources promoting higher education. This includes providing: ○ Resources, workshops and services for students in grades 7th through 12th, ○ Support for students in grades 7th through 12th on English Language Development through a Summer Language Academy, ○ Summer internships through the Anaheim Innovation Mentoring Experience (AIME) program to high school juniors, and ○ Parent workshops on A-G, financial aid, and the admission process for higher education and California State University campuses. • A CSUF staff member will attend the school site College and Career Access Team meetings, and work collaboratively with AUHSD staff and partners to provide workshops and information about higher education. • CSUF will consider on an annual basis the option of providing an Admission Advantage for AUHSD students who apply directly to CSUF and AUHSD students who attend Cypress College or Fullerton College and who apply directly to CSUF. • CSUF will support students from AUHSD who attend the campus by: ○ Tracking and monitoring the retention and graduation rates of AUHSD graduates to support their success. ○ Creating future teacher summer programs that support AUHSD graduates (three consecutive summers)—this includes parent events, collaborations with campus resources centers, center for careers in teaching events, advising and future teacher student support. ○ Provide support onto graduation.

ANAHEIM UNION EDUCATIONAL PLEDGE
OVERVIEW IMPLEMENTATION COMMITMENTS

University of California, Irvine	• UCI will work in collaboration with AUHSD to provide students, parents, and staff with resources promoting higher education. This includes providing: ○ AUHSD staff with resources and services for students in grades 7th through 12th. ○ Parent workshops on A-G, financial aid, and the admission process for the University of California. • UCI will serve as an additional educational opportunity for AUHSD students who plan to transition from community college with a transfer pathway guarantee: ○ UCI will provide guaranteed admission to all graduates of Anaheim Union High School District who enroll at Cypress College or Fullerton College who meet the eligibility requirements of the Transfer Admission Guarantee (TAG) program AND submit the online TAG application in September AND also submit the UC application for the same major during the November filing period. ▪ The following programs DO NOT participate in TAG: Business Administration, Dance, Music, Nursing Science, and ALL majors in the Donald Bren School of Information and Computer Sciences. Majors that DO NOT participate can be updated each year, please reference the UCI TAG website for updates. ▪ Students must also meet any additional criteria for eligibility, including: Meeting major prerequisites, timelines, deadlines, etc. Students are also advised to choose an alternate major for which they meet prerequisites). • UCI will provide all AUHSD graduates who enroll at UCI with support onto graduation: ○ Students will be identified as GATEWAY SCHOLARS and will be provided direct support through a collaboration between UCI's Student Success Initiatives (SSI) and Student Outreach And Retention (SOAR) Center. This includes: ▪ One-on-One academic counseling ▪ Access to the Learning & Academic Resource Center (LARC) Tutorial Scholarship ▪ Weekly workshops ▪ Book and Chromebook Loan Program ▪ Low-Cost Printing and Testing Materials ▪ Graduate School Support

Appendix 2

UNLIMITED YOU
ANAHEIM UNION HIGH SCHOOL DISTRICT

Plurilingual/English Learner (PL/EL) Taskforce Recommendations

- PL/EL site team meets monthly to progress monitor and review placement and course enrollment of each PL/EL. (LCAP)
- PL/EL Success Monitoring for all PL/EL scholars. (LCAP)
- Teachers will integrate ELD Standards into all content areas. (LCAP)
- Provide specific professional learning to build the capacity of staff to serve the needs of PL/ELs and their families. (LCAP)
- Integrate strategies from the BELIEF Modules into Capstones and PTAs
- Increase digital literacy and digital access of PL/ELs. (LCAP)
- Ongoing communication with PL/EL families, especially phone calls to families with students in ELD 1 and ELD 2.
- PL/EL parent conferences in the 7-8th grade to review ELPAC bands, supports available at site for PL/ELs, 6 year plan. (LCAP)
- Individual PL/EL parent conferences in 9th and 10th grade for students who are below 2.0 academic GPA. (LCAP)
- PL/EL site team needs to review PL/EL student transcripts annually. (LCAP)
- Elementary and JHS transitions meeting (similar to “fly-up” meetings). JHS to HS transition meeting with PL/EL site teams to ensure appropriate placement. (LCAP)
- Targeted Saturday Academy, after school seminars/tutoring/activities, and summer bridge programs for PL/EL. (LCAP)
- PL/EL summer options for 7th and 8th grade students. (LCAP)
- Expand access and enrollment in Spanish for Spanish speakers courses to build bi-literacy skills for PL/EL students. (LCAP)
- Special Youth Services and Plurilingual Services will work closely to provide support for dually identified scholars.
- Integration of culturally responsive pedagogy in lessons and as a part of CPSF.
- District-wide agreed upon PL/EL best practices, such as: (LCAP)
    - classroom instruction includes collaboration.
    - intentional lesson design allows PL/EL students to speak approximately 30% of the period.
    - PL/EL students are given an opportunity to write daily.
    - Monitoring student learning and adjusting instruction while teaching.

Appendix 3

UNLIMITED YOU

ANAHEIM UNION HIGH SCHOOL DISTRICT

Students with Disabilities LCAP Recommendations

1. Develop and implement a district-wide system for consistent and regular progress monitoring.
2. Develop and implement a district-wide professional learning plan to support SWD.
3. Establish a SWD site team, which includes administrator, SWD department chairs, general education teacher (s), program specialist, school psychologist(s), counselor, Speech language Pathologist, and social worker for the purpose of analyzing data, monitoring SWD progress, and implementing the LCAP recommendations for SWD.
4. Intentional lesson design that embeds SWD accommodations, modifications, and instructional strategies that support students' needs, including:
    a. Implementation of procedures and routines that support student learning.
    b. Strategic seating and grouping of SWD to support monitoring and peer interaction.
    c. Intentional use of wait time.
    d. Use of visuals.
    e. Consistent use of repetition, checking for understanding, and re-teaching within the class period.
    f. Chunking of lesson.
    g. Monitoring student learning and adjusting instruction while teaching.
5. When there is co-teaching: a) co-planning time for UDL, b) both teachers actively engage in lesson and c) both teachers monitor accommodations and modifications for SWD.
6. Instructional Assistants are prepared, i.e., are aware of lesson, have appropriate materials, implement accommodations and modifications, and know goals.
7. Expand access and enrollment, with appropriate support, in world languages for SWD.
8. Expand access and enrollment, with appropriate support, in CTE Pathways for SWD.
9. Expand engagement of parent and families of SWD in Parent Leadership Academy.

Appendix 4

UNLIMITED YOU
ANAHEIM UNION HIGH SCHOOL DISTRICT

Foster Youth LCAP Recommendations

1. Develop and implement a district-wide system for consistent identification and regular progress monitoring of Foster Youth.
2. Create a Foster Youth Inter-agency Collaborative that meets bi-annually to improve communication, integration of services, and student outcomes
3. Develop and implement a district-wide professional learning plan to support Foster Youth (i.e., Trauma Responsive Strategies, Relationship Framework Strategies).
4. Create a transition event for incoming 7th and 9th grade Foster Youth students and exiting seniors.
5. Provide workshops for caregivers, educational rights holders, and Foster Youth students.
6. Hold an intake* meeting facilitated by the school social worker for all new and returning Foster Youth students
7. Hold a staffing** meeting within thirty days of the intake meeting and annually thereafter, which includes social worker, administrator, counselor, teachers, and other support staff for each Foster Youth student.
8. Intentional lesson design and strategies that support Foster Youth students' needs include:
    a. Provide welcoming and supportive environment
    b. Review and become familiar with students' educational records to get a sense of their educational needs and strengths
    c. Be flexible with homework and due dates
    d. Develop rapport to know their name, need, and story
    e. Listen with empathy
    f. De-escalation strategies
9. Discuss and review Foster Youth students quarterly through the Educational Monitoring Team (EMT) process.
10. Counselors will evaluate Foster Youth transcripts annually for all grade levels, including determining eligibility for AB 167/216 (graduation waiver) for all junior and senior Foster Youth.
11. Prioritize credit recovery opportunities for Foster Youth students at all grade levels.
12. Provide academic support for Foster Youth via after-school tutoring and Saturday Academy.
13. Expand access and enrollment for Foster Youth students in CTE Pathways.

LCAP Focus Group Name: _____

Appendix 5

2025-2026 LCAP Need/Gap Analysis

Based on the data, what concerns need to be addressed?	Based on the 2024-2025 LCAP, how is the concern addressed?	What do you believe is missing or needs to be strengthened from our current LCAP that needs to be included in the 2025-2026 LCAP to meet the needs of our identified students?

LCAP Focus Group Name: _____

2025-2026 LCAP Need/Gap Analysis

Based on the data, what concerns need to be addressed?	Based on the 2024-2025 LCAP, how is the concern addressed?	What do you believe is missing or needs to be strengthened from our current LCAP that needs to be included in the 2025-2026 LCAP to meet the needs of our identified students?

LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) ACRONYMS CHEAT SHEET

Appendix 6

Acronym	Definition
ACSA	Association of California School Administrators
ACT	American College Testing college entrance examination
ADA	Average Daily Attendance
AFSME	Association of Federal, State, Municipal Employees
A-G	UC/Cal State Requirements
AIME	Anaheim Innovative Mentoring Experience
ALAS	Association of Latin American Students
ALPI	Alternate Language Proficiency
ALTA	Anaheim Leadership Team Association
AMAOs	Annual Measurable Achievement Objectives(for English Learners)
AP (course)	Advanced Placement
AP	Assistant Principal
APEX	Apex Learning Credit Recovery Program
ASAM	Alternative School Accountability Model
ASCA National Standards	American School Counselor Association (ASCA) National Standards
ASB	Associated Student Body
ASI	After School Intervention
ASTA	Anaheim Secondary Teachers' Association
ATLAS Protocol	A tool to help teachers better understand how their students develop understanding developed by "ATLAS Communities"
AUHSD-DO	Anaheim Union High School District–District Office
AVID	Advancement Via Individual Determination
AYP	Annual Yearly Progress
BCLAD	Bilingual CrossCultural Language Academic Development
BIP	Behavior Intervention Plans
BITA	Building Industry Technology Academy
BSP	Behavior Support Plan
BTSA	Beginning Teacher Support and Assessment
CAAs	California Alternate Assessments (for English language arts/literacy (ELA), mathematics, and science)
CAASPP	California Assessment of Student Performance and Progress
CAPA	California Alternative Performance Assessment
CBEDS	California Basic Educational Data Systems
CBEST	California Basic Educational Skills Test
CCR	Coordinated Compliance Review
CCSS	Common Core State Standards
CCTC	California Commission of Teacher Credentialing
CFG's	Critical Friends Groups (Specific protocols used in teacher collaboration meetings to discuss student achievement issues and identify best practices.)
CHSPE	California High School Proficiency Examination
CLAD	Cross-cultural, Language, and Academic Development (teaching certificate)
CMA	California Modified Assessment
COST	Coordination of Services Team
CSEA	Classified School Employees Association
CTE	Career and Technical Education
CWT	Classroom Walk Through
DAART	Discipline Attendance Academic Review Team
DAC	District Advisory Council
DAIT	District Assistance and Intervention Team

LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) ACRONYMS CHEAT SHEET

Acronym	Definition
DBQ	Document Based Questions
DELAC	District English Learner Advisory Committee
DLA	Dual Language Academy
EAOP	Early Academic Outreach Program
EAP (Exam)	California State University Early Assessment Program
Ed. Tech. Coach	Teacher who has one release period to coach other teachers on the most effective ways to utilize educational technology
EL	English Learner
ELA	English Language Arts
ELAC	The school's "English Learner Advisory Committee"
ELM	English Language Mainstream course
ELPAC	English Language Proficiency Assessments for California (replacing CELDT)
EMT	Educational Monitoring Team
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act of 2015
ESLRs	Expected Schoolwide Learning Results
FAPE	Free and Appropriate Public Education
FACE	Family and Community Engagement Specialist
FAFSA	Free Application for Federal Student Aid
FBI	First Best Instruction
Five Cs (5 Cs)	Communication, Collaboration, Creativity, Critical Thinking, Citizenship
FPM	Federal Program Monitoring
GATE	Gifted and Talented Education
GASELPA	Greater Anaheim Special Education Local Plan Area
GEAR UP	Gaining Early Awareness and Readiness For Undergraduate Programs
GED	General Educational Development test
GPA	Grade Point Average
GRIP	Gang Reduction and Intervention Program
HMH	Houghton Mifflin Harcourt (textbook publisher)
IEP	Individualized Education Program
ILC	Independent Learning Center
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LDC (aka LDS)	Lesson Design Coach
LEAP	Local Educational Agency Plan
LEP	Limited English Proficient
LRE	Least Restrictive Environment
LTEL's	Long Term English Learners
MESA	Mathematics, Engineering, Science Achievement
MTSS	Multi-Tiered System of Supports
NGSS	Next Generation Science Standards
NOCCCD	North Orange County Community College District
OCAPICA	Orange County Asian and Pacific Islander Community Alliance
OCDE	Orange County Department of Education
OCHRC	Orange County Human Relations Council
OCS	On Campus Suspension
P21	Partnership for the 21st Century, aka Framework for 21st Century Learning
PAL	Peer Assistance Leadership class/program
PBIS	Positive Behavioral Interventions and Supports

LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) ACRONYMS CHEAT SHEET

Acronyms	Definition
PBL	Project Based Learning
PD	Professional Development
PIQE	Parent Institute Quality Education
PLA	Parent Leadership Academy
PLCs	Professional Learning Communities
PLW	Parent Learning Walks
Pledge	Anaheim Union Educational Pledge is a partnership between AUHSD, NOCCCD, CSU Fullerton, UC Irvine and the City of Anaheim.
Project SAY	Project SAY (Support Anaheim's Youth) Youth Development Program
PTAs	Performance Task Assessments
PTSA	Parent Teacher Student Association
R-FEP (RFEP)	Reclassified to Fluent English Proficient
ROP	Regional Occupational Program
ROPERS	Regional Occupational Program Expected Results for Students
RSP	Resource Specialist Program
RSVP	Raising Student Voice and Participation
RtI	Response to Intervention
RtI2	Response to Intervention and Instruction
SARB	Student Attendance Review Board
SART	School Attendance Review Team
SAT	Scholastic Aptitude Test (college entrance examination)
SBAC	Smarter Balanced Assessment Consortium
SDAIE	Specifically Designed Academic Instruction in English
SED	Social Economically Disadvantaged
SIOP	Sheltered Instruction Observation Protocol
SLC	Small Learning Community
SLCs	Student Learning Capacities
SLT	School Leadership Team
SMART (Goals)	Strategic and Specific, Measurable, Attainable, Results oriented, Time bound
SNAG IT	A powerful screen capture and editing tool that allows you to capture, edit, and share anything on your screen
SPSA	School Plan for Student Achievement
SRI	Scholastic Reading Inventory (interactive test)
SSC	School Site Council
SSR	Sustained Silent Reading
SST	Student Support Team
STEAM	Science, Technology, Engineering, Arts, and Mathematics
SWD	Students With Disabilities
TACIB	Transforming Academic and Cultural Identity through Bi-literacy
Title I	A program that is funded through ESSA, which focuses on improving the academic achievement results of educationally disadvantaged students
Title II	A program that is funded through ESSA, which focuses on improving teacher quality
TOEFL	Test of English as a Foreign Language
TUPE	Tobacco-Use Prevention Education (funding)
TUPP	Tobacco-Use Prevention Program
UCI Pathways	University of California, Irvine training to infuse literacy strategies into First Best Instruction
UCI-MP	University of California, Irvine-Math Project
WASC	Western Association of Schools and Colleges
WICOR	Writing, Inquiry, Collaboration, Organization, and Reading