Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum 2024-25

LEA Name

Anaheim Elementary School District

CDS Code:

30-66423

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

X   **TITLE I, PART A**
Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D
Prevention and Intervention Programs for Children
and Youth Who Are Neglected, Delinquent, or At-Risk

X   **TITLE II, PART A**

Supporting Effective Instruction

X   **TITLE III, PART A**
Language Instruction for English Learners
and Immigrant Students

X   **TITLE IV, PART A**
Student Support and Academic
Enrichment Grants

(**note:** *This list only includes ESSA programs with LEA plan
requirements; not all ESSA programs.*)

In the following pages, ONLY complete the sections for the corresponding programs.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The major priority areas in the AESD LCAP are reflected in the 3 LCAP Goals:

- By fostering culturally and linguistically responsive teaching and leadership practices, AESD is committed to enhancing the academic and social-emotional growth of all students. Our focus includes accelerating the academic progress and achievements of Emergent Bilingual, Low Income, Students with Disabilities, Foster Youth, and Long-Term English Learners, Homeless students, ensuring equitable outcomes for every learner. (Goal 1)
- All students, staff, and families will feel welcomed and supported at all AESD sites. The District will prioritize meaningful engagement, nurture social emotional learning, and promote the overall well being of students, staff, and families. Building upon these diverse assets we enhance the richness and diversity of our district and foster an inclusive environment for all. (Goal 2)
- The district will maintain 100% compliance with California State Priority 1 – Basic (Conditions of Learning) by ensuring that all students have access to fully credentialed teachers, standard-aligned instructional materials, and facilities that are in good repair throughout the LCAP cycle. (Goal 3)

Some significant actions in the LCAP directed for all students include:

- 23 site based TOSAs Professional Development/Instruction during the regular instructional day.
- 23 site based TOSAs Professional Development/Instruction primarily during the after school program with 3 hours allotted during the regular instructional day. The two schools with highest projected enrollment will be provided two TOSAs PD/IN.
- 23 Counselors and 18.4 psychologists support to participate in each site's Community Support Team (CoST) to ensure that all resources are coordinated to provide needs-driven systems of support ensuring access, inclusion, and equity for all school community members. CoST supports Multi Tiered Systems of Support in areas including: threat assessment, student school attendance, classroom management, parent/staff workshops, and group/individual student counseling.
- Twenty-two .5FTE and one 1FTE Behavior Health Specialists (BHSs) for the 2024-25 school year to support behavioral needs of students.
- Minimum of one full-time music teacher at each site to provide high quality standards based music instruction.
- 1 full-time Music Curriculum Specialist to support music instruction at the district and site levels.
- K-6 Code Code Campus Academy coding program at all schools.
- Renaissance Learning - Accelerated Reading, MyOn digital library, & STAR Assessments for early reading, reading and math for each site to supplement ELA and Math instruction.

Additional services principally directed toward Emergent Bilingual (ELs):

- 4 TOSAs to provide targeted English language instruction exclusively to EB students
- Dual Language Immersion Instructional Assistants
- Bilingual Testing Assistants to administer & score ELPAC and other language acquisition assessments.
- Federally funded Teacher on Special Assignment to provide supplemental support to the district wide focus on EB language acquisition.
- Federally funded Curriculum Specialist to provide supplemental support to the district wide focus on EB language acquisition.

Additional services principally directed toward low-income students include:

- Coordinator of PS-3rd Grade and Child Development Specialist to support continuity between the ECE State Preschool program and early primary grades and close achievement gap early in the educational process.
- 3 full-time State Preschool teachers and 1 PS Learning Link teacher to support students who meet income requirements.

Title I funds provide supplemental academic support to low-achieving students by way of personnel & professional development opportunities for staff at our 24 Schoolwide Program Title I schools. Available CA ELA & Math Dashboard and local data provide the rationale/evidence for this use. This use of funds aligns with LEA broader strategy reflected in the LCAP Goals.

- 5 additional site-based Instructional TOSAs, 5 Curriculum Specialists, 1 Program Specialist, and 1 TOSA-PD to provide PD and supplemental support of the LEA's instructional programs to ensure all students particularly, low-achieving students have equal access to a high-quality education and reach at a minimum, proficiency on challenging State academic achievement standards & assessments. Areas of supplemental support include ELA, math, DLI language acquisition, UDL, effective use of data to inform instruction, and effective STEAM & technology integration.
- Professional development opportunities on topics including differentiated/small group instruction, monitoring student data, science of reading, early literacy skills for primary teachers, phonics for upper grade teachers, counting collections, and ELA/Sciences integration.

Title II funds support PD activities beyond the LCAP by funding personnel, conferences, and professional development to support the ability of staff to ensure equity of educational opportunity and to provide students from low-income families and minority students with greater access to effective educators. Available CA Dashboard, local data, and school climate data provide the rationale/evidence for this use. This use of funds aligns with the LEA's broader strategies reflected in the LCAP Goals 1, 2 & 3 -

- 3 Curriculum Specialists to support educational staff to meet the learning needs of students with professional development activities that strengthen the quality and effectiveness of instruction and increase student achievement consistent with the challenging state academic standards.
- Professional development opportunities in the areas of literacy, math, and the use of student data to inform instruction.

Title III funds provide additional support to ELs beyond that provided by state basic services, and LCFF "increased and improved" services for ELs. Available CA EL Dashboard data, local data, and Reclassification data provide the rationale/evidence for the use of funds noted below. Use aligns with LEA's broader strategies in LCAP Goals 2 and 3 -
PD
- 1 FTE Coordinator of Multi Language Instruction Programs to plan, organize & coordinate supplemental language instruction programs for ELs and multilingual ELs.
- 1 FTE Emergent Bilingual Curriculum Specialist to plan, organize and implement supplemental programs for ELs.
- 4 FTE EB TOSAS to provide supplemental English language instruction exclusively to EB students to increase ELP and meet challenging state academic standards.
- PD to use ELPAC resources, including ELPAC IAB, to design supplemental language development activities in alignment with students' most recent ELPAC results.

Parent Engagement
- CABE Conference registration for staff & parents

Title III funds supplement Title I funded services in that Title III personnel will support activities such as -

- Alignment of English language proficiency standards to state content standards
- Identification of interventions to address ELs' academic achievement and progress in attaining English language proficiency
- PD to improve the instruction & assessment of ELs.

Rationale used to determine how federal funds are used to support priority areas:

Use of federal funds to support priority areas is informed by multiple educational partners. The LCAP & DAC/DELAC Committees annually review student, school climate & parent feedback data, progress toward goals, and provide input on the use of funds to support goals.

SPSA goals & data metrics align to LCAP. SSCs assess needs, use site Title I funds to support goals & annually evaluate progress.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The mission and vision of the AESD are as follows -

Mission:
Anaheim Elementary School District provides high quality schools for a diverse student population. The educational program focuses on the personal growth of each child, enabling students to live productively in a changing society and, in so doing, develop in them responsibility, confidence, and enthusiasm for lifelong learning.

Vision:
Together we create a service-oriented culture of excellence where success for each student and all relationships reflect our core values .

The mission and vision are the foundation upon which our District Goals are built. Each LEA division annually reviews and updates the District Goals for which they are responsible. The District Goals are presented annually to the governing board for review and approval. The District Goals are supported in the AESD LCAP and SPSA goals. The alignment of the District Goals with the LCAP and SPSAs are communicated throughout the LEA by virtue of the multiple stakeholder groups that collaborate in the creation of the aforementioned documents.

AESD ensures that state and federal funds are used in a coherent manner in support of district goals by consulting on an on-going basis with various stakeholders in the LCAP and SPSA development process. The LCAP Committee, the District English Learner Advisory Committee and the site School Site Councils review district goals, evaluate progress toward those goals and provide input regarding goal modifications and the use of funds to support goals. Decisions regarding the use of state and federal funds are always guided by the relevant goals.

District and site leadership jointly created the AESD Instructional Framework (I.F.) to identify common instructional focuses and coherence with regard to the materials and practices to be utilized in support the instructional focuses. The AESD I.F. supports district goals. The I.F. is centered on three content areas: SEL, Literacy and Math. It identifies framework components categorized as Core, Supplemental, Intervention, High Priority Strategies, and Assessment for each content area. Additionally, each site has created a Literacy and Math School Improvement Action Plan. Each plan identifies specific data based outcomes and the student success indicators, staff practices, school support, evidence of learning and timeline to be implemented to meet the desired student outcomes. By ensuring that state and federal funds are used to support the AESD I.F. and School Improvement Action Plans, funds are used in a coherent manner.

Student group data drives decision making about the use of state and federal resources to support at-risk students. The District Goals and the goals in the LCAP and site SPSAs are informed by many of the same data points. Both of these documents utilize State student data metrics to measure progress on district wide instructional priorities and share expected growth targets. Examples include -

Instructional Priority: EB support woven throughout the district instructional content priorities of Literacy and Math -
• High Priority Strategies include: Academic Discourse and ACEing the Question
Data Used to Inform Support to EBs Includes:
• Annually increase the percent of students making progress toward Overall English proficiency by 4% until reaching 55% or higher measured by the Summative ELPAC.
• Increase reclassification rate by 5% annually for a desired outcome of 15%.

Instructional Priority: Mastery of Essential Standards to support the district instructional content priorities of Literacy and Math -
• High Priority Strategies include: Differentiated small group instruction, Structured Literacy Instruction informed by the Science of Reading (Literacy), Counting Collections/Number Talks (Math)
Data Used to Inform Support of Student Achievement in Literacy & Math Includes:
• Increase 3rd-6th grade Smarter Balanced ELA average scale scores by 15 points as measured by the California Schools Dashboard..
• Increase 3rd-6th grade Smarter Balanced ELA average scale scores by 20 points as measured by the California Schools Dashboard.

Additionally, both the LCAP and the site SPSAs utilize common local student group data to inform decision making about the use of state and federal funds including:

Instructional Priority: Effective implementation of SEL instructional program to meet student SEL needs and support student achievement -
High Priority Strategies include: Implementation of Restorative Practices and Zones of Regulation
Data Used to Inform Support of Student Achievement in SEL:
• School Climate Survey: Increase students' Sense of Belonging by 3% annually as measured by the School Climate Survey.
• School Climate Survey: Increase students' Engagement by 3% as measured by the School Climate Survey.

Instructional Priority: Mastery of Essential Standards to support the district instructional content priorities of Literacy and Math -
Local Data Used to Inform Support of Student Achievement in Literacy and Math:
• STAR Reading: The percentage of all students including Emergent Bilingual, Students with Disabilities, Low Income, Foster Youth, and Homeless students reading at/above grade level in their target language by the end of the year will increase 5% each year.
• STAR Math: The percentage of all students including Emergent Bilingual, Students with Disabilities, Low Income, Foster Youth, and Homeless students reaching at/above grade level in their target language by the end of the year will increase by 5% each year.

The use of common LCAP and SPSA data points and goals, the AESD I.F. and the Literacy and Math School Improvement Action Plans ensures that activities funded from various state and federal sources are not duplicative and support common outcomes. Additionally, both state and local funding sources are included in the LCAP and SPSAs.

Information regarding district priorities and what services will be funded through district funds is communicated to schools with the Tiered Support funding structure.

Decisions about the use of federal district level funds are guided by district goals & the AESD I.F. The program offices in the Educational Services Department identify the support services they will provide for the subsequent school year. Each department director creates a proposed budget in collaboration with the Assistant Superintendent and director of federal programs for the services identified in the LCAP to be supported with federal funding. The director of federal programs collaborates with the fiscal department to create the categorical budgets of each department accordingly.

AESD ensures that SPSAs are aligned with LEA goals and priorities through the alignment of the SPSAs with the LCAP. Each SSC annually evaluates the SPSA goals and makes program modifications as needed. The SPSAs are updated

annually. AESD provides support for principals before and during the updating process. Principals receive district level support with updating the expected outcomes based on established metrics, allocating their resources and collaborating with SSC on the process. The director of federal programs reviews the SPSAs before they are submitted to the local governing board for review and approval.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

AESD allocates Title I, Part A funds to school sites in accordance with the approved allocation formulas contained in the Consolidated Application.

Low-income measure to identify schools eligible for Title I funding:

● Number of children eligible for Free/Reduced Price Lunch programs

AESD uses the Free/Reduced Price Lunch Program low-income measure to rank and select schools to receive Title I funds. Per the *2023-24 Spring Consolidated Application, the district-wide low income percentage was 69.81%. All schools with a low income percent at or above the district average were automatically funded.

AESD elected to provide funding to the thirteen schools which fell below the district average utilizing the allowable exception reason that each of these schools met the 35% low income threshold. The per pupil amount used to distribute Title I funds to each AESD school is driven by school ranking rules.

At the time of this LCAP Federal Addendum update, the 2023-24 Title I Part A School Allocations report was the only year available on CARS website.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

LEA process to identify disparities that result in low-income & minority students being taught at higher rates than other students by inexperienced teachers:

LEA screens applications of prospective teachers & rejects those without requisite credentials. LEA annually provides OCDE with reports detailing credentialing status & assignments of LEA & undergoes periodic credential audits. Description of data used to discover potential equity gaps:

Low Income Students -

• Data from 2023-24 CALPADS 1.1 Enrollment - Primary and Short-term Enrollment Count by Subgroup, Age Eligibility Title I (5-17 year old only). Report yielded Total Enrollment counts and FRMP Eligible counts per school.

• Data Quest FRPM Report - Enrollment & Free & Reduced Meal Program - Student counts per site entered into spreadsheet to calculate percentages of low income students by site & LEA wide average. *As of 5/2/24, the most recent year available of F&R counts on Data Quest was from 22-23. These counts were used because they correspond to the ethnicity and overall enrollment counts that were also only available up to 22-23.*

Minority Students –

• Data from 2022-23 DataQuest Enrollment by Ethnicity Report. As of 5/2/24, 22-23 data was the most recent year available.

• Percentages by ethnic group per school provided in report

• Data exported into spreadsheet to calculate percentages of minority students per school

Teacher Counts -

• Data by site from LEA System for Managing Archiving and Retrieving Test Information (SMART Online). Posted as of 5/2/24.

• Data exported into spreadsheet to calculate total number of teachers per site

Ineffective/Misassigned & Out of Field Teachers -

• N/A: LEA SARCs report no teachers in either category.

Inexperienced Teachers -

• Data obtained from 2023-24 CALPADS Fall 2 Report 4.3 filtered for teachers with 2 year experience or less

• LEA Data Department provided numbers of teachers per site with 2 years or less of experience

• Data imported into spreadsheet to cross reference w/ minority & low income student data.

Description of the distribution of ineffective/misassigned, inexperienced, and out-of-field teachers working with low-income students. Are low income students taught at higher rates than other students by inexperienced teachers?

Percentages of low income students to inexperienced teachers at schools with greatest & least low income rates -

Greatest % Low Income Students to Inexperienced Teacher % – Average Inexperienced 12.89%

(5 Schools with Highest % of Low Income Students)

	% Low Income Students	% Inexperienced
Loara	83.40%	11.54%
Olive	82.79%	12.50%
Henry	82.37%	8.00%
Barton	82.17%	7.41%
Jefferson	81.69%	25.00%

Least % Low Income Students to Inexperienced Teacher % – Average 16.89%

(5 Schools with Lowest % of Low Income Students)

	% Low Income Students	% Inexperienced
Juarez	49.27%	23.33%
Price	66.23%	23.08%
Gauer	67.61%	4.00%
Madison	68.25%	10.71%
Roosevelt	69.03%	23.33%

Description of the distribution of ineffective/misassigned, inexperienced, and out-of-field teachers working with minority students. Are minority students taught at higher rates than other students by inexperienced teachers?

Percentages of minority students to inexperienced teachers at schools with greatest & least minority enrollment -

Greatest % Minority Students to Inexperienced Teacher % – Average Inexperienced 12.87%

(5 Schools with Highest % of Minority Students)

	% Minority Students	% Inexperienced
Sunkist	97.50%	17.65%
Edison	96.90%	8.33%
Orange Grove	96.60%	17.86%
Henry	96.50%	8.00%
Olive	96.30%	12.50%

Least % Minority Students to Inexperienced Teacher % – Average Inexperienced 24.79%

(5 Schools with Lowest % of Minority Students)

	% Minority Students	% Inexperienced
Stoddard	87.30%	25.00%
AEOA	88.20%	44.44%
Madison	90.70%	10.71%
Ross	91.50%	20.45%
Juarez	91.90%	23.33%

Actions LEA to take to address any disparities discovered during the equity data analysis process (including actions/services included in its LCAP for Priority 1 - Basic Services):

LEA will ensure inexperienced teachers participate in the LEA Induction Program. The Induction Program provides 1st & 2nd year teachers with structured professional education & individual guidance to help them develop the skills critical to teaching success. The Induction Program is the pathway from a Preliminary Teaching Credential to a Clear Teaching Credential.

Induction Teachers –

• Meet weekly with Support Provider

• Attend PD based on individual goals & needs

• Collaborate with other participating teachers

• Participate in reflective assessment activities

Just-in-time support is given to meet immediate & individual candidate needs & is provided by the Support Providers & Induction Program Coordinator. Program is organized around two cycles of inquiry per school year.

Describe how the LEA engaged stakeholders in its process for identifying strategies for addressing disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. How LEA engaged stakeholders in its process for identifying strategies for addressing discovered equity gaps:

LEA annually engages stakeholders in process to identify strategies to prevent & address potential equity gaps. LEA representatives report to DAC/DELAC regarding the process & status to ensure all staff are appropriately credentialed. The DAC/DELAC Cmte includes parents, site administration, classified staff, and district administration. Stakeholders collaborate across groups to facilitate dialog. The DAC/DELAC and LCAP Cmtes provide feedback on PD offerings for school staff based on multiple data points. LCAP Cmte reviewed Dashboard Data including ELPI, Chronic Absenteeism & Suspension and local measures including STAR Reading & Math to inform the type of support needed for instructional staff. The following are examples of PD identified by stakeholders that address potential equity gaps:

• New Teacher Orientation

• Restorative Practices

- Foster Youth Mentor PD

- Calm Classroom

- Second Step

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe how the LEA will involve parents and family members at identified schools in jointly developing Comprehensive and Targeted Support and Improvement plans:

Twelve AESD schools have been identified for ATSI. The LEA involves parents at identified schools in jointly developing the Comprehensive and Targeted Support & Improvement plan. Each school collaborates with the School Site Council (SSC) to develop and implement an ATSI plan to improve students outcomes across all state indicators for each student group that was the subject of notification as well as for student groups at the Red Level in any given indicator.

Each school conducts a Comprehensive Needs Assessment to identify areas of significant needs. Schools also work jointly with the SSC to identify Resource Inequities to improve student achievement. Each SSC includes evidence-based strategies and activities in the ASTI plan for each pertinent state indicator and student group. Each SSC utilizes metrics in the SPSA to monitor student progress in each pertinent content area(s). The ATSI plan is incorporated into the Resource Inequities section of the SPSA and detailed in the corresponding SPSA strategies/activities.

The parity in the composition of the SSC between the parent and school representatives ensures the diversity of the educational partners developing the plan. Once complete, the SPSA and ATSI plan by incorporation, is approved by the SSC and the local governing board prior to implementation.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Joint Family Engagement Policy- How the LEA developed jointly with, agreed on with, and distributed to, parents and family members of participating children, a written parent and family engagement policy:

School, Family and Community Engagement Office invites parents to participate in a committee to jointly develop & review the LEA parent & family engagement policy. The Cmte reviews the policy. The LEA provides coordination & technical assistance to build capacity of sites to plan & implement effective parent involvement to improve student performance. The Cmte annually evaluates effectiveness of policy activities & provides feedback regarding modifications. A parent Cmte. representative reports the process & recommendations to DAC/DELAC. The LEA policy is distributed annually to families at sites and at DAC/DELAC.

Assistance to Parents to Work with Educators to Improve Academic Achievement of Children:

AESD provides assistance to parents in parent workshops & meetings. Relevant topics are presented at DAC/DELAC, and LCAP Cmte, include -
- Importance of regular school attendance

- District wide needs assessment on a school-by-school basis.
- EL Support: Identification, EL Programs, Program Goals, Expected Progress, Reclassification Procedures & Written Parent Notification.
- Challenging State Academic Standards - Review of progress on CA Dashboard Indicators and local assessments.
- Review and comment on the development of the annual update of the LCAP.

Sites address these topics in the following forums -
- Principal Chats to discuss academic programs
- LCAP Parent Engagement Goal Driven Professional Development for parents each trimester based on the district needs assessment: Language Arts/Math, Emergent Bilingual, Inclusive Education, & SEL
- Parent workshops to teach parents to successfully navigate California's educational system to facilitate child's access to higher education.
- Parent workshops that combine parenting and leadership skills that empower parents to become vital contributors to their children's academic success.

Materials & Training to Help Parents Improve Achievement of Children:

LEA provides materials and training to help parents build capacity and work with children to improve achievement in a variety of ways including -
- Parenting Partners™ Workshop Series to build parenting and leadership skills that empower parents to become vital contributors to their children's academic success.
- Parent Leadership Institute (PLI) to teach parents about parent engagement and leadership opportunities and support school based teams to implement such opportunities at their schools.
- Parent access to North Orange County Continuing Education (NOCE) online ESL classes as well as in person classes in a centralized location next to an LEA school.

Support to Educators to Work with Parents for Home-School Collaboration:

School, Family and Community Engagement Office provides regular support to school staff regarding district parent engagement programs and to design and implement school programs. Staff informs sites of how parents can engage in the educational process.

Parent Involvement staff supports school staff on a regular basis on topics including -
- Annual SSC training for site admin & parent members
- Annual DAC/DELAC training for parent members
- Family and Community Engagement Specialist (FACES) monthly PD
- PLI monthly parent leader trainings & onboarding of new Parent Leaders

Coordination & Integration of Parent Involvement Programs/Activities with other Federal, State & Local Programs:

The LEA coordinates & integrates parent involvement programs & activities with other Federal, State, & local programs including public preschool programs to support parents to more fully participate in the education of their children.

Examples of coordination and integration include:
- Title I supports the LEA Parent Involvement Office (PIO)
- PIO coordinates & integrates parent involvement programs & activities at the site & LEA levels.
- PIO plans staff & parent PD, creates surveys, gathers parent feedback & tracks progress toward LEA parent engagement goals.
- LEA parent engagement goals integrate with preschool (PS) program through PS Family Service Assistants (FSAs) at PS sites.

- LEA, site, and PS parent engagement programs align with Title I, LCFF & State PS parent & family engagement goals by supporting the involvement of parents in the educational process.

LEA will continue to host a parent resource center at each site and at the LEA. Parent centers provide a room for parents to meet, conduct/participate PD & obtain community resources (i.e., Anaheim Pol Dept, Orange Co. Health Care Agency). LEA will provide a child care room to support parent engagement during workshops and PD.

Information related to school & parent programs/activities sent in a language parents can understand:

Bilingual/biliterate staff is available to support comprehensible communication including -
- FACES, English/Spanish
- District Parent Involvement staff, English/Spanish
- 5 District Interpreter/Translators - Spanish, Mandarin, Korean

LEA provides other reasonable support for parental involvement activities as parents may request:

Avenues for Input -
- Annual Parent LCAP survey regarding satisfaction with parent involvement opportunities, school climate and school communication
- LEA supports sites with annual parent interest survey regarding workshops and resources needed and opportunity for parents to express interest in decision making committees

LEA provides opportunities for the informed participation of parents & family members with disabilities, and parents & family members of migratory children:

- LEA will collaborate with the Migrant Education Program Region IX to encourage & invite the parents of migrant children to attend and participate in events & planning.
- Visual & Sound input - Two Promethean boards and 4 speakers at LEA meetings. Seating available near boards and speakers. Presentation copies available upon request.

Title I parent involvement requirements align with LCAP stakeholder engagement process:

- Engagement Process centers around the involvement of stakeholders in the educational process to support the academic success of children
- Stakeholder Input focuses on goal development, progress toward goal attainment, resource allocation, and effectiveness of the parent engagement program

LEA educates teachers, specialized instructional support personnel, principals, other site leaders, and other staff, with assistance of parents:

In PLI, educators, instructional support personnel, principals, site leaders, other staff, and parents build knowledge in the areas below.

Value & utility of parent contributions -
- PLI parents are active in the educational process.
- Parents participate in PD provided by LEA personnel along with site & LEA staff.
- Parents train other parents at school sites on what they learned at PLI.
- Parents also train other parents in a Trainer of Trainer model from 3rd parties (ie. Parenting Partners™).
How to reach out to, communicate & work with parents as equal partners -
- LEA Level: PLI, School, Family and Community Engagement Office, District Website, Parent Square & social media.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Neglected or delinquent: N/A
Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

The Orange County Department of Education serves all eligible group homes in Orange County for neglected and delinquent children. As such, AESD is not required to set aside Title I Part A funds to provide comparable services.

SWP: Describe SWP here, if SWP does not exist type "N/A"

AESD has identified district wide Instructional Priorities to strengthen the overall instructional program, support equitable access to the curriculum, and help all students meet challenging state academic standards. EL specific instructional support as well as culturally & linguistically responsive teaching are a consistent thread across each priority.

Additionally, district wide Instructional Priorities are identified in the AESD Instructional Framework (I.F.). The I.F. is centered on three content areas: SEL, Literacy and Math. The AESD I.F. identifies program and implementation expectations categorized as Core, Supplemental, Intervention, High Priority Strategies, and Assessments for each content area.

SEL - Effective implementation of SEL instructional program to meet student SEL needs and support student achievement.

Literacy & Math - Mastery of Essential Standards to support the district instructional content priorities

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TAS: N/A
All AESD sites operate as SWP Title I program.

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

AESD provides services to homeless children and youth through Title I funding, the Education for Homeless Children and Youth Grant and American Rescue Plan funding. McKinney-Vento Homeless services support staff includes an Office Assistant, Homeless Liaison and a Senior Family Services Assistant who coordinate services on an inter-agency basis. AESD homeless services support the enrollment, attendance and success of homeless children and youth and include:

Enrollment -
- Identification of homeless students and support with school enrollment is completed through outreach, and a district-wide Housing Questionnaire
- Informing homeless families of available services per McKinney-Vento regulations
- Informing parents of homeless students regarding educational rights, opportunities, and protections
- Information regarding Mckinney-Vento services and supports is posted on the AESD Website, and posters with homeless education staff information are posted at every school site in English and Spanish

Attendance -
- Collaborating with the school site Attendance Liaisons to conduct home visits as needed to assess needs and ensure families are able to get their children to school
- Providing AESD buses or city bus passes to transport students to and from their school of origin or their school of residence
- Weekly monitoring of attendance

Success -
- Maintaining homeless student records
- Establishing and maintaining effective relationships with the community to sustain a comprehensive network of services to support the educational needs of homeless students
- Scheduling appointments for homeless students and families to obtain basic educational supplies (e.g. uniforms, backpacks, toiletries, etc.)
- Referrals to community resources including Family Resource Centers such as Family Oasis where homeless education staff are co-located
- Supporting families with referrals to housing agencies
- Linking students to the Community Support Team (CoST) at schools sites to ensure academic and social emotional needs are supported at the school
- Ensuring students are enrolled in the Free and Reduced Lunch and Supper Program

Student Transitions
ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

LEA will support, coordinate, and integrate services by implementing strategies to facilitate effective transitions for students from:

Early childhood education programs at the LEA to local elementary school programs -

- The early childhood education program is aligned to the elementary program through both systemic and instructional practices. ECE professional development ensures curriculum alignment with district programs and instructional strategies including English Language Acquisition (GLAD), Heggerty Phonemic Awareness, Counting Collections, Music experience learning, Multi Tiered Systems of Support (MTSS), Social Emotional Learning (SEL) and STEM. Additional areas of collaboration are as follows:

- Preschool Transition Plans and Activities include
    - Information meetings about the different programs offered in the TK-6 academic settings including Spanish, Koren and Mandarin language programs
    - Parent tours to visit the different instructional programs offered by AESD
    - Site parent learning walks to develop the parents' understanding of the Transitional Kindergarten and Kindergarten school day
    - Providing parents with a tool bag of resources including a "Bridge to Kindergarten" calendar

- Kinder Enrollment Meetings to support parents with navigating all necessary enrollment information.

- Uniform Student Information System (SIS) enrollment platform used for all students from preschool through 6th grade to streamline support and services such as enrollment, medical needs, communication and data management.

- Parent Advisory Council Meeting (PAC) - a group of appointed parents to take a leadership role serving as classroom representatives. Additionally, participants attend meetings to learn school governance procedures and strengthen the school- to-home connection with opportunities to: gain an in-depth understanding of educational programs, increase knowledge of child development, benefit from social connections with other parents, receive community resources, and build capacity to advocate for children.

- Early Childhood Leadership Team - a group of diverse district and community stakeholders whose charge is to build a community of leadership knowledge and action related to early childhood by developing an internal and external leadership voice in tandem with First 5 OC Grant and strategic goals. Meetings are quarterly.

- Family Days- Integrated into the TK-6 school system, preschool families are invited to the school monthly opportunities for parent and child to engage in learning activities that support the learning foundation and promote school connectedness and engagement.

- Administrator Learning Walks: District early learning team and site administrator participate in Instructional Learning Walks in the PK, TK, and K environments to build administrators understanding of the Preschool to Third grade continuum. Focus is to identify developmentally appropriate practices, improve alignment of programs, identify areas of strengths and areas where professional development might be needed.

- On site teacher articulation opportunities, when possible, between Preschool and Transitional Kindergarten teachers. Areas of focus are aligned to Early Developmental Index data as to ensure coherent support for early education needs of students PK -3.

- Professional learning specific for early learning educators, administrators and parents focused on aligning instructional practices and learning environments: Developmentally appropriate instructional practices, social emotional learning, oral language development, early literacy and early numeracy.

- Learning Link Class - An open and flexible schedule where parents join along with their child, 0-5 years of age, in interactive learning through play.

Elementary grades to middle school -

The Anaheim Educational Pledge is an operating framework currently being used to ensure AESD students and families are provided a PK-12 aligned pathway. The framework is guided by four main drivers: Holistic Education Planning, College and Careers Pathway Planning, Family Engagement and Professional Learning . A matrix that explicitly communicates the values and commitments is used systemically by AESD to provide all PK-6 students with an intentional comprehensive support system that integrates all stakeholders (e.g students, teachers, staff and parents, etc.) to ensure access to opportunities and services that will prepare them to succeed and excel in Jr. & HS, ensuring they are college and career ready. The Pledge framework is reviewed annually by a district taskforce to review matrix and make adjustments as needed. Specific examples of transition support services/activities:

- Senior Cap and Gown Walks where high school seniors visit feeder AESD schools to motivate students to graduate from high school.

- PLEDGE Ambassador Presentations by high school students to both students and families with a focus on creating academic plans that reflect A-G awareness, preparation and planning.

- Transition to Jr. High Visit (Pledge Launch/Aligns to AUHSD Push Day)

- College and Career Weeks

- College Graduation signs visually displayed in every AESD classroom

- Steamapalooza - Connecting students' college and career pathways offered in Jr. High and School.

The TK-6 Dual Language Immersion Academy program drives the high school programs offering of world language programs. Students and families are provided with a pathway to obtain the Pathway to the Seal of Biliteracy Award. Students who participate in our Dual Language Immersion Academy will have the opportunity to obtain the Pathway to the Seal of Biliteracy Award. The pathway is an award used to encourage students to continue their journey towards biliteracy and aligned towards the State Seal of Biliteracy which is presented to eligible twelfth graders. The State Seal of Biliteracy recognizes students who have studied and attained proficiency in two or more languages by high school. Appearing on the transcript of the graduating senior, the State Seal of Biliteracy is a statement of accomplishment for future employers and for college admissions. The Biliteracy Attainment Award is given to Kinder, 3rd and 6th graders in the Dual Language Immersion program who meet said district criteria. Some criteria examples include:

- Kinder:
    - Orally identify primary colors in the partner language
    - Count in numbers one through 100 in the partner language
    - Follow 3-step instructions in the partner language (as observed by the teacher)
- 3rd Grade:
    - Pathway writing prompt response in target language based on grade level writing application standards with a rubric score of 3 or above.
    - Reading logs of 5 books read independently in English and 5 books read independently in Spanish. Range of books must be between 2.0 or greater.
    - Oral presentation in Spanish with a rubric score of 15 or above (i.e. recording, TED Talk, podcast, create read-aloud recordings, book/movie review)
- 6th Grade:
    - California Spanish Assessment (CSA) score of Standard Nearly Met (Level 2) higher OR LAS Links Español overall score of Proficient (Level 4) or Above Proficient (Level 5) OR Spanish Star Reading Instructional Reading Level (IRL) of 4.5 or higher.
    - English Language Arts/Literacy Smarter Balanced Summative Assessment score of Standard Nearly Met (Level 2) or higher OR STAR Reading Instructional Reading Level (STAR IRL) of 4.5.
    - teacher Observation of academic discussions in English and partner language level 4 as measured by OPTEL.

Additionally, the district office team meets with the AUHSD team to discuss students with significant, challenging, or uncommon needs to ensure that the receiving district has an understanding of the students' needs and are able to plan effectively for a smooth transition.

Special education providers work with the receiving sites at AUHSD to discuss and plan for student needs in the high school district. Fly Up IEPs are held to support the successful transition of students.

Elementary grades to University -

Through the 10 Educational Commandments parent workshops, parents learn to navigate California's school system, get resources and tools to support their child's path to higher education.   Parents also participate in an annual college trip where they receive additional resources and experience college through workshops, student panels and a campus tour. These workshops and college visits empower parents to be the best advocates for their children's education and future.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
  (A) coordination with institutions of higher education, employers, and other local partners; and
  (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

  (A) assist schools in identifying and serving gifted and talented students; and
  (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

While AESD does not use Title I funds to support the gifted and talented education program, every school offers students and families a Gifted and Talented program. GATE Teachers are provided with specialized professional development that supports their ability to differentiate their instruction and student learning tasks. All GATE Teachers must be certified through their participation and completion of 6 course classes taken within 12 months of becoming assigned to a GATE classroom. Additionally, all GATE teachers must complete 10 hours of approved professional development which can be accomplished through conferences or attending GATE Collaboration meetings, every two years. The GATE identification process is very comprehensive and is set up to ensure all students are given the opportunity to be identified. All 2nd grade students are automatically assessed, unless the parent opts out of assessment. Students in Grades 3-5 are considered or reconsidered based on teacher and/or parent referral. Each year, a GATE committee of psychologists and teachers considers multiple measures to support a comprehensive and holistic perspective of students' talents, skills and giftedness.

While district level Title I funds are not used to supplement school library programs, AESD is focused on providing environments and experiences that support 21st century learning skills. Library media assistants establish services that reflect the school library model standards by providing lessons and resources that are engaging and relevant. All schools

are provided with a budget of $6,500 per an LCAP goal, to support purchase of books and resources that support and improve academic achievement.

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA's system of professional growth & improvement for <u>teachers</u> from beginning of career, throughout career, and through advancement opportunities:
<u>New teachers</u> receive PD at the beginning of their careers. They participate in summer professional learning prior to the start of the school year. District staff across departments explain the services their departments offer to sites and classroom teachers. New teachers will have the opportunity to participate in PD to support their understanding of curriculum, resources, materials and platforms to support their implementation of an effective instructional program. Additional new teacher topics will include: employee safety, employee benefits, district website & resources overview, the Induction Program, and Q&A time. Teachers new to the Dual Language Instructional program will have the opportunity to participate in PD on the 90/10 model, language acquisition curriculum and language development. New TK teachers will also have summer PD prior to the beginning of the school year. There will also be a summer Induction Orientation for all new teachers that are enrolled in Induction.

<u>Throughout teachers' careers</u>, various PD opportunities are provided at the district and school sites. All schools have a TOSA to help teachers build instructional capacity via PD, coaching cycles, data analysis, staff meetings, PLCs and job embedded coaching. The district offers a diverse menu of PD to respond to teachers' unique learning needs. AESD utilizes the Learning Stream platform to publish and share professional learning opportunities on a variety of topics on a monthly basis. Options include, in person and virtual learning opportunities. AESD Curriculum Specialists work directly with teachers to co-create resources, provide PD and facilitate data driven grade level collaborations. For the 2024-25 school year PD topics include: Preschool - 2nd Early Learning developmentally appropriate practices, multisensory instruction, phonemic awareness, academic discourse; 3rd-6th Literacy Summit - Science & ELA integration, syllabication & phonics, data-driven small group instruction, vocabulary; student behavior support, classroom management; 2nd - 3rd LETRS 2-year course training (literacy); 4th-6th ASPIRE 1 year course training (literacy), and 3rd-6th Cognitively Guided Instruction 30 hour training.

LEA's system of professional growth & improvement for <u>principals</u> from beginning of career, throughout career, and through advancement opportunities:

Principals engage in various opportunities to grow and improve. AESD provides a Principal on Special Assignment (POSA) to support new principals with their professional growth and real time support. Monthly Leadership Meetings provide principals the opportunity to participate in PD in the areas of Human Resources, Curriculum & Instruction, Data Analysis, Digital Education Services, and Fiscal Management. The professional development emphasizes instructional leadership and reflects district initiatives. During the 2024-25 school year topics include Data Dives at the beginning of the year to support goal setting, Professional Learning Communities, the P-3rd grade learning continuum, science of reading, restorative practices, SEL, and attendance improvement. Also, site and district administration has the opportunity to participate in the same PD as instructional staff.

Principals will participate in Lead Learner Teaching & Learning Walks on an on-going basis. Teams of site and district leaders participate in instructional rounds and Observation Protocol for Academic Literacies (OPAL) walks. Instructional rounds serve to build coherence of lead learners around improving equitable student outcomes. Participants capture descriptive data about observed instruction in 20 minute classroom visits and engage in an inquiry driven protocol to address a site identified problem of student learning. OPAL walks provide a framework to look at instruction that supports EB students. Teams of administrators and teachers visit classrooms for 20 minutes and use a classroom observation instrument to measure classroom practice and interactions.

LEA's system of professional growth & improvement for <u>other school leaders</u> from beginning of career, throughout career, and through advancement opportunities:

AESD provides a system of PD and improvement for Vice Principals (VP) and Leadership Assistants (LA). VPs and LAs participate in workshops over the course of the school year. AESD provides a Vice Principal on Special Assignment (VPOSA) to support new vice principals with their professional growth and real time support. In 2024-25 school leader teams of site administrators and coaches will be able to participate in various PD topics including Professional Learning Communities and trimester Data Support Teams with LEA staff to review progress on LCAP/SPSA metrics, identify effective practices and support needed. Support is also available on an as-needed basis in the areas of Curriculum & Instruction, Student Data, Technology Integration, Student Engagement Support, Human Resources Support, and Budget Support. AESD supports VPs to clear their Administrative Credentials and aspiring new administrators to earn their preliminary credentials through partnerships with local universities. AESD and the university collaborate to ensure that the program incorporates district instructional priorities. Participants in the aspiring administrator cohort shadow principal mentors and complete course assignments based on real world administration work. For instance, evaluating the SPSA based on data and identifying actions/strategies to improve student achievement.

District classified and management staff, school Technology Assistants, Library Media Assistants, and office staff will have access to PD through the online platform LinkedIn. Staff accesses a video library of classes taught by industry experts. PD topics include increasing customer service, business, software, technology, budget management, managing conflict, and creativity. Staff participates in Interactive coursework and earns certificates upon completion. HR collaborates with the associations to identify the PD needs of staff. Additionally, at the beginning of August the LEA hosts a new employee Workshop. Topics will include: employee safety, employee benefits, district website & resources overview.

Data and information guides PD priorities, design, and assessments:

PD priorities are aligned with instructional priorities and a collaborative inquiry cycle of improvement. AESD has identified district wide Instructional Priorities to strengthen the overall instructional program, support equitable access to the curriculum, and help all students meet challenging state academic standards. EL specific instructional support as well as culturally & linguistically responsive teaching are a consistent thread across each priority.

District and site leadership jointly created the AESD Instructional Framework (I.F.) to identify common instructional focuses and coherence with regard to the materials and practices to be utilized in support the instructional focuses. The AESD I.F. supports district goals. The I.F. is centered on three content areas: SEL, Literacy and Math. It identifies framework components categorized as Core, Supplemental, Intervention, High Priority Strategies, and Assessment for each content area. AESD plans PD in accordance with the three content areas and framework components. Examples include -

Content Area	Framework Component	PD Title
SEL	Core	Second Step Integration,
SEL	High Priority Strategy	Restorative Practices
Literacy	Core	Lang. Essentials for Teachers of Reading & Spelling
Literacy	High Priority Strategy	Small Group Instruction
Math	Core	Mathematical Language Routines
Math	High Priority Strategy	Counting Collections

Additionally, each site has created a Literacy and Math School Improvement Action Plan. Each plan identifies specific data based outcomes and the student success indicators, staff practices, school support, evidence of learning and

timeline to be implemented to meet the desired student outcomes. Site improvement plans are a key component of the collaborative inquiry cycle of improvement that encompasses PLC work, teaching & learning walks, and adjusting improvement plans as needed. The insights gained about LEA teaching and learning through the inquiry cycle also inform PD priorities and design.

Formative and summative data in ELA, Math and ELD inform PD priorities. Star Early Literacy and Star Reading & Math provide teachers diagnostic data to support grade level PLC and Data Analysis Coaching Cycles to support differentiated, whole and small group instruction. District facilitated Data Support Teams meet three times a year to support Principals, analyze data, align PD needs, identify instructional targets and gaps and update SPSAs. The AESD I.F. identifies local assessments to monitor student progress in the content areas of SEL, Literacy and Math.

PD system addresses equitable access, opportunities, and outcomes for all students, and achievement and opportunity disparities:

PD in LEA is driven by disaggregated student data from multiple sources to determine student needs and monitor progress. EL, SEL, Literacy and Math data are of particular focus.

PD system connects district and school priorities and needs with state and federal requirements:

LCAP and SPSA goals align to district goals, share common data metrics and incorporate state and federal funding sources.

LEA evaluates system of PD and makes adjustments for continuous improvement:

LEA evaluates system of PD based on the assessment results on the assessments identified in the AESD I.F., LCAP/SPSA metrics, and PD needs that arise from the collaborative inquiry cycle of improvement. Input regarding PD offerings is also collected in other settings -

• LCAP Comm.
• Curriculum, Instruction & Assessment Staff Development Comm.
• Emergent Bilingual Services Council

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA's process for determining Title II, Part A funding among the schools it serves:

AESD schools do not receive Title II funding allocations. Title II funding is utilized at the district level to support the professional development needs of schools in accordance with the AESD I.F. and collaborative inquiry cycle of improvement. Schools are identified for PD support through a variety of means. All schools receive PD to support the ability of educational staff to support district instructional initiatives and their ability to implement an effective instructional program. Additionally, schools are identified for customized PD in accordance with evidence-based needs. Needs are identified through multiple measures including student achievement data, student behavior data, and student enrollment. Per this criteria, schools are categorized into tiers of support to enhance staff's ability to close the achievement gap and provide all students with equitable access to a quality education.

How CSI, TSI, and ATSI schools, along with schools that have the highest percentage of student need, receive priority in Title II, Part A funding decisions & How Title II funds will be used strategically with other funding streams to support CSI and TSI activities:

Twelve AESD have been identified for ATSI. The tiered/differentiated system of support described above in conjunction with the AESD I.F, and the collaborative inquiry cycle of improvement provide all AESD schools with prioritized support to address PD needs in alignment with demonstrable measures.

How the LEA meaningfully consults with stakeholders (teachers, principals, paraprofessionals, specialized support personnel, parents, and community partners) regarding the prioritization of Title II, Part A funding for high needs schools:

AESD conducts meaningful consultation with stakeholders in the district LCAP Committee in the development of the tiered and differentiated system of support and prioritizing the specific support each school will receive. Stakeholders provide input regarding the identification of schools for tiered support as well as input regarding the types of support to be provided. The District Leadership Team also provides input regarding the tiered and differentiated system of support to prioritize funding and services for high needs schools.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data:

AESD monitors state and local indicators related to the eight state priorities in order to engage in well-informed decision making processes around the direction of professional development in order to meet the needs of students.

Student Achievement:
• CAASPP ELA & Math
• Percent of students making progress toward Overall English proficiency as measured by Summative ELPAC
• English Learner Reclassification Rates
• Percent of students at/above grade level as measured by Star Reading & Math
• OPAL Observation Protocol for Classroom Visits.

Student Engagement, School Climate and Parent Involvement:
• Attendance rates
• Chronic Absenteeism Rates
• Suspension Rates
• School Climate Survey - Student Sense of Belonging
• School Climate Survey - Student Engagement
• LCAP Staff & Parent Surveys

These results are monitored on a trimester basis through the Data Support Team meetings.

Ways in which the LEA meaningfully consults with stakeholders (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) to update and improve Title II, Part A-funded activities:

The LEA gathers input from multiple district committees each with a variety of representative stakeholders that is used to update and improve PD activities. Staff provides feedback regarding PD needs and effectiveness of PD provided which also informs LEA efforts to update and improve Title II funded activities.

The LEA requests input from site and district leadership regarding the AESD 2024-25 PD plan at a Leadership Team meeting in the spring of the previous school year. The PD plan correlates with the AESD I.F. and collaborative inquiry cycle of improvement and emphasizes support of Tier I instruction. LEA leadership provides input on the plan that specified PD for teachers, principals, and other school leaders to improve student academic achievement. The specific groups to receive PD support per the plan include:

- PLC PD
- Site PD - Classroom teachers, site administration
- Lead Learners teaching & learning walks.
- TOSA PD/IN Monthly Support

How often the LEA meaningfully consults with these stakeholders:

Depending on the committee, opportunities for input occur 4-8 times per year. A formal staff and parent survey are administered annually. Stakeholder feedback is shared with staff and analyzed upon receipt. The LEA Leadership Team meets on a monthly basis. The Lead Learner participants meet each trimester.

How the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities:

PD activities are coordinated within the AESD I.F. and the collaborative inquiry cycle of improvement. LEA and site administration & staff work to jointly support implementation of both initiatives. The Education Services Division plans PD activities in accordance with student achievement metrics and needs discovered through the inquiry process. PD activities support LCAP & SPSA goals. At the end of the school year, planning meetings are held to determine professional learning priorities and associated timelines for the following year.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PD activities specific to English learners/Title III purposes are designed to improve the instruction and assessment of English learners:

Integration of ELD Standards in ELA Benchmark Program PD -

This PD is **designed to improve the instruction of ELs** by enabling teachers and administrators to support teachers' ability to plan high leverage strategies to increase English Language proficiency. The PD **enhances the ability of teachers, principals and other school leaders to understand and implement effective instructional strategies for ELs** with the implementation of increased student oral language production opportunities. It will **support the ability of teachers to effectively increase children's subject matter knowledge** by increasing their ability to prepare students for the language demands of academic content. This PD will have a **lasting impact** by strengthening teachers' ability to accelerate the English acquisition of ELs and thereby facilitate their ability to access core content and meet challenging state academic standards.

Designated ELD Into Math PD -

This PD is d**esigned to improve the instruction of ELs** by strengthening teachers' ability to plan high leverage strategies to increase English Language proficiency. It will **enhance the ability of teachers, principals and other school leaders to understand and implement effective instructional strategies for ELs** by enhancing their ability plan and implement student oral language production opportunities across the curriculum. This PD will **support the ability of teachers to effectively increase children's subject matter knowledge** by helping them implement high leverage EL strategies that specifically complement district instructional materials and resources. It will provide **lasting impact through multiple opportunities** for teachers to remove language barriers and allow ELs access to the core curriculum and to meet challenging state academic standards.

Connecting ELPAC Results to Classroom Instruction PD -

This PD is d**esigned to improve the instruction of ELs** by building teachers' ability to design lesson sequences in alignment with ELD standards. It will **enhance the ability of teachers, principals and other school leaders to understand and implement effective instructional strategies for ELs** by strengthening their ability to incorporate ELPAC task types into instruction while providing ELs multiple opportunities to English language proficiency. This PD will **support the ability of teachers to effectively increase children's subject matter knowledge** by increasing their ability to provide instruction that incorporates both content and language objectives across the curriculum. The PD will have a **lasting impact on teachers' performance** in the classroom because it will support their ability to deliver instruction in a manner that facilitates ELs' ability to access the core throughout the instructional day and across subject areas.

EB Access to Curriculum
PD to support English language development opportunities across content areas (scaffolds, vocabulary, background knowledge) to provide EBs with equitable access to grade level subject matter.

ELD Standards
PD to build teacher capacity with ELD Standards to collect observational data to inform instruction and celebrate language growth.

District level personnel will provide PD to improve the instruction and assessment of English learners. Personnel will include EL/Multilanguage Coordinator and an EL Curriculum Specialist.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A
AESD does not apply for Title III Immigrant funds

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)
Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Emergent Bilinguals (ELs) Supplemental Instructional Support -

A strategic focus on supplemental EL support will be threaded throughout the AESD instructional priorities and professional development opportunities. Teacher support toward this end will be built upon a coordinated system of professional development, student centered coaching and PLCs that will include a specific focus on the progress of ELs. AESD will support teachers with a sustained focus on aligning instructional strategies with the learning needs of ELs to help them gain English Language Proficiency and access core instruction to meet challenging state academic standards. EL specific metrics will inform which students will be prioritized for participation in the additional support.

Stakeholder Engagement -

The prioritization of Title III funding is informed by the results of stakeholder feedback.

The Curriculum, Instruction and Assessment District Committee provides input that informs the prioritization of Title III funding to meet EL needs. This committee includes site and district administrators. It provides input regarding proposed district level initiatives and programs designed to support the needs of EL students. In 2024-25 this committee will continue to provide input regarding the progress of AESD in observing and monitoring the degree to which instruction provides ELs a rigorous and relevant curriculum and a comprehensible curriculum as measured by the OPAL (Observation Protocol for Academic Literacies) classroom observation instrument.

DAC/DELAC provides annual input regarding the use of Title III funding for programs that serve ELs.

The AESD EB Services Committee reviews EL achievement data and recommends program modifications to improve services. In 2024-25 this committee will provide input regarding the effectiveness of the instructional program in meeting the learning needs of ELs and whether adjustment is needed to support ELs to gain English language proficiency and meet challenging state academic standards. The Cmte will provide feedback on the extent to which the OPAL instrument/implementation procedure is effectively monitoring and supporting the learning needs of ELs.

The LEA gathered input from site and district leadership regarding the AESD 2024-25 PD plan at a Leadership Team meeting in the spring of the previous school year. The PD plan correlates with the AESD I.F., the site Literacy and Math School Improvement Action Plans, and threads EB support throughout Tier I instruction. LEA leadership provided input on the plan that specified PD for teachers, principals, and other school leaders to improve student academic achievement including EBs. The specific groups to receive PD support per the plan include:

PLC PD
Site PD - Classroom teachers, site administration
Lead Learners teaching & learning walks.
TOSA PD/IN Monthly Support

Metrics for success -

EL metrics are used in the LCAP and SPSAs to measure progress on English language acquisition and progress on meeting challenging state academic standards. This includes Baseline/Actual Outcomes and corresponding Expected Outcomes for:

• Percent of students making progress toward Overall English proficiency on the ELPAC
• EL Reclassification percentage

SSCs evaluate SPSA goal progress based on how actual data compares to the expected outcomes. Modifications to goals are made as appropriate.

AESD Language Acquisition Programs:

English Language Mainstream (ELM) -

This model is designed for students with moderate to well-developed oral language proficiency in English and the goal is for them to reclassify as fluent English proficient. The ELM program provides all instruction in English with additional and appropriate services. All emergent bilinguals (English Learners) in this setting will receive daily, Designated and Integrated English Language Development (ELD). Specially Designed Academic Instruction in English (SDAIE) is a major feature of this program and may include primary language support. English Language Mainstream teachers are responsible for providing SDAIE instruction to access core subjects so that content knowledge is comprehensible to the student.

Accelerated Language Academy (ALA) or Structured English Immersion (SEI) -

The goal of the Accelerated Language Academy is for emergent bilinguals (ELs) with beginning or somewhat developed oral language proficiency to attain well developed oral language proficiency in English. Curriculum and lessons are specifically designed for students learning the language. Students in this setting will be taught overwhelmingly in English. Instruction may include primary language support to motivate, clarify, direct, support, and explain. Students will also

receive daily, Designated and Integrated English Language Development (ELD) instruction. While students will be instructed in all California Common Core English Language Arts standards, emphasis will be given to the standards in the language and listening/speaking strands. Access to the core content is accomplished through instructional strategies using Specially Designed Academic Instruction in English (SDAIE) techniques that enable emergent bilinguals to gain access to grade level subject matter in mathematics, language arts, social studies, science, and other subjects. After one year of instruction in the ALA program, emergent bilinguals with beginning or somewhat developed oral language proficiency may be exited based on local assessment criteria.

Dual Language Immersion (DLI) or Two-Way Immersion -

Also referred to as Two-Way Immersion. This language acquisition program provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. AESD's Dual Language Immersion program begins in Transitional Kindergarten and continues to sixth grade. The goal of this program is to develop biliteracy in the partner language and English. The content subjects in the lower grades are taught primarily in the partner language. This transitions each year until content subjects are taught 50% with partner language instruction and 50% English instruction beginning in fourth grade and continuing through sixth grade. Emergent bilinguals receive daily, leveled Designated ELD instruction and Specially Designed Academic Instruction in English (SDAIE).

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]).

Interpreter to support LIEP students & parent engagement.

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA ensures that schools assist ELs in achieving English proficiency and meeting challenging state standards:

AESD will ensure that ELs achieve English proficiency and meet challenging state standards by monitoring EL progress on the metrics included in each SPSA and through the implementation of instructional strategies to support EL access to the core.

Teachers on Special Assignment: Exclusive EL Focus for At Risk ELs
TOSAs will provide supplemental language instruction exclusively to EL students to increase EL language acquisition and help them meet challenging state academic standards. ELs will be selected for this supplemental instruction based on multiple metrics including ELPAC, ADEPT, and STAR Reading data. Uniform entrance and exit benchmarks will be applied district wide for EBs to receive the supplemental instruction.

Local metrics to monitor English Proficiency include (all ELs):

• ELD Observational Rubrics, All ELs - To supplement the adopted Benchmark designated ELD program. Five students per week.

• A Developmental English Proficiency Test (ADEPT), ALA Exit or Action Plan Criteria - The ADEPT is an oral language assessment instrument used to assess the receptive and expressive language abilities of EL students using a scope and sequence of language forms/structures across five levels of English proficiency. The ADEPT is used to identify a

student's instructional level and inform planning for systematic and integrated ELD instruction as well as to monitor student progress in English proficiency.

• DIBELS Word Use Fluency, Progress Monitoring

• Optional English Language Proficiency Assessments for CA (ELPAC) IABs, K-6th grades. - Four interim assessments, one in each domain: Listening, Speaking, Reading and Writing.

Instructional strategies to support EL access to the core include:

AESD has identified district wide Instructional Priorities to strengthen the overall instructional program, support equitable access to the curriculum, increase the English proficiency of ELs, and help ELs meet challenging state academic standards. EL specific instructional support as well as culturally & linguistically responsive teaching are a consistent thread across each priority. EL specific instructional supports include building vocabulary, teaching ELD standards during Literacy and Math instruction, and ACEing the question.

Academic Discourse is also a strategy used to support ELs' learning needs. During instruction, teachers explicitly teach the language that students need to engage in academic discourse about content through multiple and frequent opportunities to discuss and collaborate using complete sentences and academic language to develop their understanding.

School Based Professional Development for EL Instructional Support
All teachers receive on-going PD from site Curriculum Coaches and feedback from site administrators on their implementation of EL instructional supports. Instructional support for ELs is a common thread throughout student/teacher centered coaching. Site based PD focuses on increasing teachers' ability to provide ELs access to core content standards through instructional scaffolds planned in advance by the teacher. The level of scaffolding is adjusted during instruction based on the results of checking for understanding throughout the lesson to the level (i.e., substantial, moderate, light, none) needed for ELs to respond to the instruction.

Designated ELD Instruction (Assists ELs to Achieve English proficiency Based on State's English Language Proficiency Assessment) -

• All students receive Designated ELD instruction using a learning objective that aligns to the California English Language Development Standards that goes into and from content instruction for at least 150 minutes per week.

Integrated ELD Instruction (Assists ELs to Access Core Curriculum) -

• All students receive Integrated ELD Instruction through instruction that teaches two types of objectives, one aligned to a content standard and one to an ELD standard.

Sites are held accountable for meeting English acquisition and achievement goal progress for ELs through trimester Data Support Team meetings. The data support teams include district Educational Services personnel and site administration. The team reviews CA Dashboard and local student achievement results. The team engages in dialog about the factors that contributed to the results, what modifications are needed to the instructional program to improve results, what district level support the site needs, and how results and next steps will be shared with stakeholders.

Bilingual Testing Assistants (BTAs) will provide supplemental support in the language instruction educational programs (LIEPs) to help ELs increase English language proficiency and meet challenging state academic standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA to transfer all Title IV, Part A funds to Title II, Part A Supporting Effective Instruction.

AESD conducts a Title IV comprehensive needs assessment every three years (ESSA Section 4106[d]). The most recent assessment was conducted in the fall of 2023. The previous assessment was conducted in the fall of 2021. The Next assessment is to be conducted during the 2026-27 SY and results noted in the 2024-25 LCAP Federal Addendum.

How LEA developed its application in consultation w/ individuals & entities described in §4106(c)(1):

Prior to applying for funds, LEA conducted a needs assessment in consultation with educational partners. LEA utilized the CDE assessment template posted on the CDE website in Feb. 2022. Metrics, activities and evaluation of progress relevant to a well-rounded education, safe and healthy students, and the effective use of technology are reviewed in settings such as the LEA LCAP Committee, the Curriculum, Instruction & Assessment Staff Development Committee, and the Emergent Bilingual Advisory Council.

Describe the needs assessment of the LEA as required by §4106(d) may reference LCAP development:

The needs assessment results are included below. During the 2023-24 school year, LCAP Cmte met 7 times to review implementation of programs and progress toward goals.

WELL-ROUNDED EDUCATION OPPORTUNITIES (ESSA SECTION 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

AESD Arts Survey. Administered in the Spring of 2023.

Topics included dance, media arts, music, theater, and visual arts among others.
This survey went out to all parents and staff via Monthly Staff Letter / Parent Letter respectively. Three hundred and fifty five respondents included parents, teachers, administrators, classified stat, and community members among others. Respondents were asked to express the level of investment needed in each area listed above. Scale delineated Strong, Moderate, Minimal, and No Level of investment.

Responses Expressed as Percentages*

Level of Investment	Visual	Dance	Theater	General Music	Instrumental Music	Media Arts	Spaces for the Arts	PD for the Arts
Strong	58.3	49.3	53	62.5	62.6	52.4	58	60
Moderate	33.5	31.5	31.3	25.1	21.7	31.5	22.5	23.9
Minimal	*	14.9	11.5	9	*	12.1	14.4	*
No Level	*	*	*	*	*	*	*	*

*statistically insignificant percentage

LCAP Parent Survey 2022-23 Administered Winter/Spring 2023

Parents had access to survey in English, Spanish and Vietnamese. Respondents to the question below numbered 4,832.

Item: "I believe my children are receiving a well rounded education". Strongly Agree: 72%. Somewhat Agree 2%. Somewhat Disagree 3%. Strongly Disagree 1%.

 LCAP Metrics 2021-2024 AESD LCAP

The metrics below support a well rounded education and provide AESD with data points to examine needs for improvement. The improvement goal is for student participation in the events listed to increase by 3% annually as measured by site implementation log.

Metric	Baseline	Year 1 Outcome 2021-22	Year 2 Outcome 2022-23	Year 3 Outcome 2023-24	Desired Outcome for 2023-24 (increase 3% from baseline each year)
Play, Code, Compete	318 (3.6% of 3rd-6th)	242 (2.9% of 3rd-6th graders)	**293 (4.8% of 4th-6th graders)**	317 (5.3% of 4th - 6th graders)	6.6%
Scholar Talks	3,129 (71.5% of 5th-6th)	3,129 (71.5% of 5th-6th)	**Scholar Talks=3,275 (78.7% of 5th-6th**	1,021 (25.8% of 5th-6th)	74.5%
Readers' Showcase	350 (4.0% of 3rd-6th)	2,638 (31.7% of 3rd-6th graders)	1,909 (23.5% of 3rd-6th graders)	2,039 (26% of 3rd-6th graders)	7%
Day of Service	1,390 (9.3% of all grades)	1,390 (9.3% of all grades)	**2,699 (18.8% of all grades)**	3,594 (25% of all grades)	12.3%
College and Career Week	14,304 (96.0% of all grades)	14,304 (96.0% of all grades)	14,954 (100% of all grades)	12,843 (88% of all grades)	99%
Music, Arts, & Creativity Festival	500 (3.3% of all grades)	889 (6.0% of all grades)	899 (6.3% of all grades)	401 (2.7% of all grades)	6.3%
PTA Reflections	729 (4.9% of all grades)	729 (4.9% of all grades)	1,737(12.1% of all grades	1,077 (7.4% of all grades)	7.9%
AESD Showcase Band	65 (2.7% of 5th-6th)	0	204 (4.9% of 5th-6th)	108 (2.7% of 5th-6th)	5.7%
100 Mile Club	6,423 (43.1% of all grades)	6,423 (43.1% of all grades)	5,834 (40.6% of all grades)	6,252 (42.7% of all grades)	46.1%
Summer Camp	3,641 (24.4% of all grades)	3,641 (24.4% of all grades)	2,443 (19.7% of TK-5th grades)	744 (5.9% of TK-5th grades)	27.4%

What activities will be included within the support for a well-rounded education?

2023-24

Funding of 25 full time music teachers. All TK-6th grade students in AESD will have equitable access to opportunities for participation in high quality music instruction that is standards based, sequential, taught by highly-qualified, fully credentialed music educators, and enhanced by a network of creative professionals.

All elementary music instruction will be a district-provided program and therefore consistent throughout the district. In TK through fourth grade students will be provided a centralized music curriculum taught by credentialed music teachers. This program will provide students with a solid foundation in musical concepts in a fun, supportive environment. An instrumental music program will be provided for students in fifth and sixth grades. All music instruction will be given a designated time block TK-6; unlike the more common "pull-out" system, students will not miss regular classroom instruction to participate in the music program. In AESD, we believe all students should receive music education and prioritizing its implementation district wide.

Funding of K-6 Code Campus Academy Coding Program at all schools. Code Campus Coding Program will provide computer programming curriculum for all K-6th students.

It is the expectation that every school utilizes the Code Campus computer programming curriculum for all TK - 6th grade students. The program is provided by AESD, and must be supported (coaching, technical, and administrative support) by the school site's personnel. Principals will develop a plan for program implementation. They will identify their goals for the program both at the teacher and student level. They will identify the support needed and what site and District level personnel will provide the support.

● For those teachers who are new to coding, the goal will be to use Code Campus as the curriculum to guide students in recalling and understanding basic facts and concepts related to computer science.
● For those teachers who are familiar with coding, the goal will be to use Code Campus to apply a variety of coding concepts to make connections, demonstrate relationships, and produce new content related to concepts and skills already explored.
● For those teachers who are fluent in coding, the goal will be to use Code Campus to evaluate the concepts of coding in order to improve results through effective solutions as well as create new content across a variety of curricular areas.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

2023-24
Music Program Evaluation:
Indicators, or measures/data points to determine future program planning is the maintenance of current staffing and services.

Program will be evaluated annually via the survey described above. The survey collects input from a variety of educational partners to identify resources needed to maintain a quality music instructional program.

LCAP Parent Survey
Measures/data point to determine future program planning is to maintain 96% of respondents indicating that they strongly agree/somewhat agree that their children are receiving a well rounded education.

The LEA collects input from parents on the annual LCAP survey. Among the input parents provide is their perception regarding the quality of the educational program the LEA provides to students and the extent to which the program provides a well-rounded education. The LEA reviews the survey results and takes the input under advisement when budgeting funding and designing instructional programs.

Code Campus Evaluation:
Progress on program implementation and any support needed will be discussed at trimester Data Support Team meetings between site and district staff.

SAFE AND HEALTHY STUDENTS (ESSA SECTION 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

2023-24
Healthy & Safe School Environments:

The LEA created Qualtrics SEL Student Survey is administered to all 3rd-6th grade students each trimester. All teachers complete the Brief Externalizing and Internalizing Screener for Youth (BEISY) each trimester. Students scoring at risk in SEL metrics are progress monitored and provided additional support. Survey results are uploaded into the LEA System for Managing, Archiving, and Retrieving Tests (SMART) student data archiving system to facilitate access to the data by school teams.

LCAP Parent Survey
The LEA collects input from parents on the annual LCAP survey. Among the input parents provide is their perception regarding the quality of the SEL program. The LEA reviews the survey results and takes the input under advisement when budgeting funding and designing instructional programs. The following are some of the data points the LEA uses to examine needs indicating the percentage of parents who Strongly Agreed & Somewhat Agreed with the items below:

My Child is Safe At School: 95%; My Children Have Made Friends at School: 98%; My Children are Learning Positive Behavior & Social Skills at School, 97%; My Children's Teachers Have Created Positive & Caring Classroom Environment, 98%; I am Aware There are Professional Social-Emotional Support Staff Available to Students at this School, 93%; If My Children Have a Problem in School There is a Caring Adult they can go to for Help, 94%; If your children are receiving special education services (have an IEP), do you believe the school is providing them with the appropriate support(s)?, 94%.

What activities will be included within the support safe & healthy students?

2023-24
Implementation of Prevention Curriculum Instruction to Support SEL:
Per the Instructional Minutes Matrix, teachers will be required to teach prevention curriculum for 30 minutes each week. The prevention curriculum plays a vital role in teaching social emotional skills to our students. Daily implementation of the curriculum will help to ensure the skills and concepts being taught are reinforced.
● Second Step for TK – 6th grades -- (Start at the beginning of the school year. K-6th

grades are all now digital, no physical kits. The TK Early Learning program will still
be in the physical kit format.)
● CATCH My Breath for 6th grade -- (TUPE site coordinator will organize the start/end
time of this curriculum. Resume 2nd Step lessons when completed.)
● Too Good For Drugs for grades 3rd – 5th-- (Start implementation of this curriculum
on or around Red Ribbon Week. Resume 2nd Step lessons when completed.)

Funding of a Community Support Team (CoST) at Each School: The purpose of the Community Support Team (CoST) is to ensure that all resources are coordinated to provide needs-driven systems of support ensuring access, inclusion, and equity for all school community members. CoST to utilize a Multi-tiered academic/behavior support system to promote effective Tier I program and beyond support to meet the SEL and health needs of all students and thereby improve student learning. CoSTs will meet on an ongoing basis at all sites. CoSTs will identify and monitor the progress of struggling students through the use of Student Action Plans in the areas of academics and SEL.

CoST members include: teacher, site admin, nurse, site behavior instructional assistant, school counselor, Western Youth Services behavior health specialists, Villages clinician and Phoenix House interns and practicum students. The CoST sustains the following activities: threat assessments, School Attendance Review Team meetings, School Study Team meetings, Tier 1 classroom management support, individual student classroom support, staff training, parent workshops, home visits, social skills groups, lunch clubs, linking students with community resources, and individual & group counseling.

PD Opportunities to support safe and healthy schools in 23-24 include:
Second Step Integration - Learn how to navigate the Second Step curriculum and plan daily lessons, utilize formative assessments to drive instruction, integrate SEL skills and strategies across content areas

Crisis Prevention Institute Training- Participants will learn strategies to help decelerate escalating behavior by learning the most effective staff approach given an individuals intensity of behavior.

Trauma Informed Educator - Develop an understanding of impact of early trauma and neglect on brain development, the nervous system, behavior and learning. Learn strategies to put this understanding to practice with your students. Learn to care for yourself and protect yourself from vicarious traumatization.

Classroom Management for Todays Learners (CSTP #2) - This PD will focus on the California Standards for the Teaching Profession #2 - Creating and Maintaining Effective Environments for Student Learning. Participants will engage with various classroom management strategies in order to provide all members of the classroom with safe, inclusive environments.

9 Essentials of the Love and Logic Classroom - -Build positive teacher/student relationships -Create a calmer classroom -Use empathy to help students spend more time in the "thinking" mode -Buy yourself time by delaying consequences -"Turn Your Words Into Gold" with Enforceable Statements -Neutralize student arguing -Set limits and offer choices

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

2023-24
SEL Curriculum Evaluation:

Indicators, or measures/data points to determine future program planning: 3% annual increase in students reporting positive levels of sense of belonging and student engagement. Maintain a percentage of 10% or lower of students at risk on the BEISY.
The results of the LEA created Qualtrics SEL Student Survey and the Brief Externalizing and Internalizing Screener for Youth (BEISY) will be reviewed with site administration during trimester meetings held with Educational Services district administration. School CoST teams also review student data and design/implement support to meet student needs.

The Department of Pupil Services supports site administration to review the Second Step Implementation Logs for TK-6th grades. Too Good for Drugs Implementation Logs are also maintained and reviewed with site administration for 3rd - 6th grades.

Educational Partner Input:

The LEA LCAP Committee and the District Advisory Committee/District English Learner Advisory Committee (DAC/DELAC) advise on the development of the LCAP goals, review progress toward the goals, and provide input for resources needed to support continued progress.

Student data measuring sense of belonging and student engagement and the BEISY goals are included in the LCAP and SPSAs and progress is evaluated by the District LCAP Committee and School Site Councils as part of the LCAP & SPSA evaluation process.

School CoST Teams Evaluation
CoST teams progress and next steps are discussed at trimester meetings between district and site staff. The number of students in Action Plans is reviewed to determine successful implementation & attainment of Action Plan goals and as evidence of an effective Tier I instructional program.

EFFECTIVE USE OF TECHNOLOGY (ESSA SECTION 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

2022-23 LCAP School Staff Survey Results -

My site provides the necessary technology for me to work efficiently. - 97% Strongly Agree & Somewhat Agree

What professional development opportunities would you like to participate in? - 58% Indicated Technology

The e2STEAM-D model is faithfully implemented at my site. - 83% Strongly Agree & Somewhat Agree

AESD is creating a culture of high expectations for college and career preparedness in all grades. - 87% Strongly Agree & Somewhat Agree

Overall, my school's parents are supportive of the District's e2STEAM-D activities. - 88% Strongly Agree & Somewhat Agree

Upon evaluation of responses provided above, AESD will continue to focus on e2STEAM-D instructional model. The Department of Digital Education Services will provide PD opportunities to support this instructional model and as well as the effective integration of technology in general. Examples PD opportunities in 23-24 are cited in the following section of this document.

What activities will be included within the support the effective use of technology? No more than 15 percent on technology infrastructure.

Technology PD - Pursuant to the data in the LCAP School Staff Survey, the following are examples of technology based PD that will be offered to support the e2STEAM-D instructional model as well as the effective integration of technology into instruction --

Computer Science (Code Campus and Scratch Jr.) - Use Code Campus and Scratch Jr. to show student learning with Math standards. Learn how to teach coding through inquiry based practices. K-2nd Grades

Computer Science (Code Campus and Scratch) - Use Code Campus and Scratch to show student learning with Math standards. Learn how to teach coding through inquiry based practices. 3rd-6th Grades.

Google Apps for Education Introduction - Introduce and expose teachers to the basic functions and features of Google Apps and how to use them in an education setting

Google Apps for Education - Intermediate/Advanced - Explore more advanced features and functions of Google Apps to enhance teacher and student experience

2023-24 Annual e2STEAM-D District Wide Activities

School teams compete at the district level after winning the school level competitions which designate each school's student representatives for the district wide events.

Play.Code.Compete - Scratch Showcase - Scratch is a visual programming language that allows students to create their own interactive stories, games and animations. As students design Scratch projects, they learn to think creatively, reason systematically, and work collaboratively. 2/22/24

Play.Code.Compete - Esports Tournament - AESD students create same-day coding projects, showcasing year-long engineering projects, and compete in the eSports curriculum-based tournament. Esports Tournament also prepares students for 21st century career opportunities. . 3/14/24

2022-23 SITEC Plans
Activities to support the effective use of technology will center around four basic areas.

Science
Instructional Technology
Esports
Coding

SITEC Plan (Science Instructional Technology Esports & Coding): Each school will identify the actions that they will take to successfully use technology around the four components via the SITEC Plan

The purpose of the SITEC Plan is for schools to plot out their progress towards owning the training, supporting, and implementation of Science and Technology. The plans will reflect the ongoing goals schools wish to accomplish, as well as a variety of school site staff who will lead those goals, as well as support those goals.

Each principal will identify a minimum of two goals for each component. The first goal will focus on what action teachers will take to support each component. The second goal will focus on what action students will take to show their learning in each component.

The technology support staff identified below will engage in the following activity to build expertise in the use of technology among instructional staff.

Centralized Staffing to Support Effective Technology Implementation

Technology Curriculum Specialist Support: This Curriculum Specialist will provide PD to educational staff in use of technology to supplement reading, writing, and math instruction to increase their ability to implement a well rounded program of instruction through the effective use of technology. She will support district wide initiatives for extended learning opportunities in the areas of computer programming and Esports.

STEAM Curriculum Specialist Support: This Curriculum Specialist will oversee the implementation of STEAM curriculum such as Discover Education and Mystery Science. She will provide PD to support teachers with the use of Seesaw to provide interactive opportunities in Science and Technology for all students to support access to a well rounded educational program.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Indicators, or measures/data points to determine future program planning: Maintenance of current staffing and services is the measure used to determine future program planning.

2023-24
Responses on the annual Staff LCAP survey will continue to be shared with educational partners and taken into advisement to help inform LEA decisions regarding support and implementation of the e2STEAM-D instructional model , staff decisions to support the effective implementation of technology and PD to sustain the current programs and make improvements as needed.