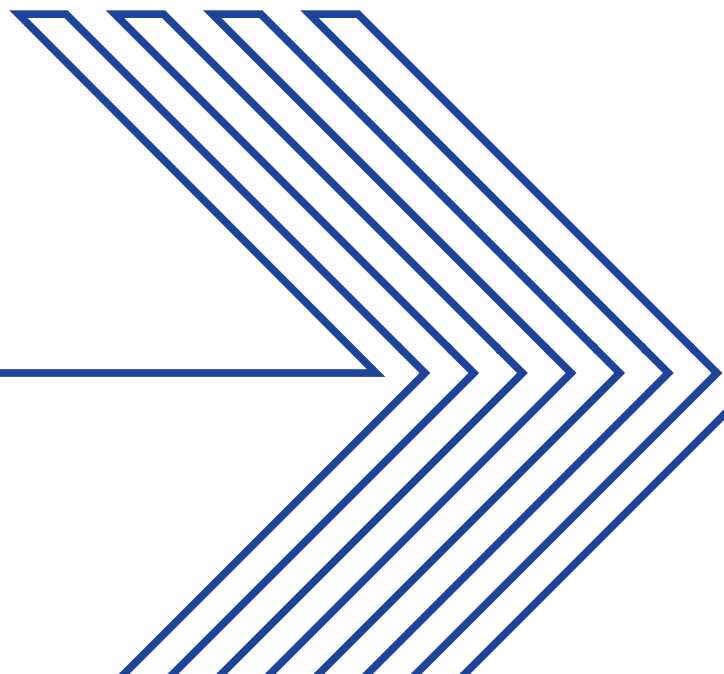


2022-26 District Goals

**SUPPORTING STUDENT SUCCESS THROUGH
NURTURING AND CONNECTED SCHOOLS**



**We PLEDGE to provide all students with an
e²STEAM-D path to College and Career Readiness!**





2022-26 District Goals

The 2022-26 District Goals were approved by the Board of Education on October 26, 2022.

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President
Trustee Area 2



Jackie Filbeck
Clerk
Trustee Area 1



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Member
Trustee Area 4



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Member
Trustee Area 3



Ryan A. Ruelas
Member
Trustee Area 5

Cabinet



Christopher Downing, Ed.D.
Superintendent



Jesse Chavarria
*Assistant Superintendent,
Administrative Services*



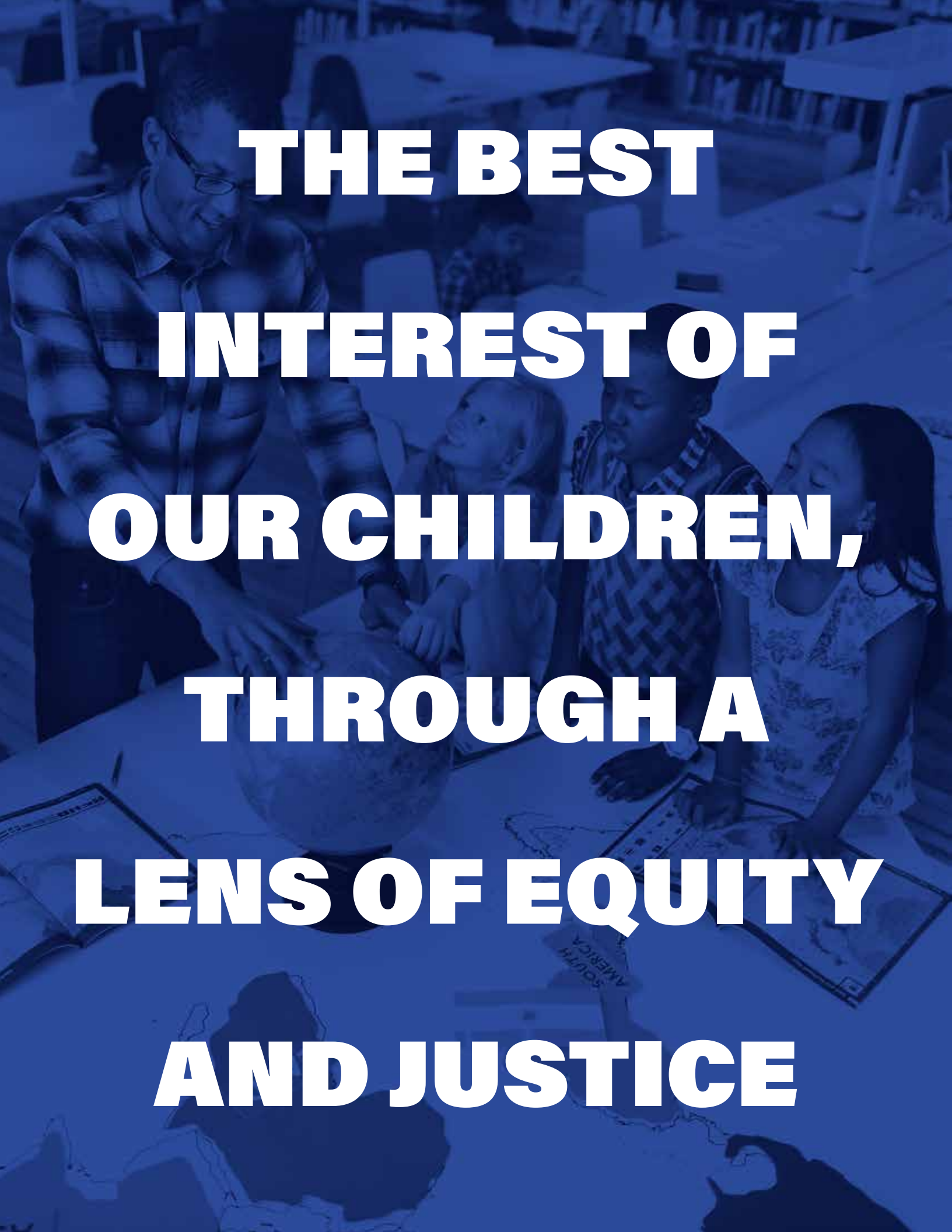
Tracey Golden
*Sr. Director, School Safety
and Operations*



Mary Grace, Ed.D.
*Assistant Superintendent,
Educational Services*



Dena Melland
*Assistant Superintendent,
Human Resources*



**THE BEST
INTEREST OF
OUR CHILDREN,
THROUGH A
LENS OF EQUITY
AND JUSTICE**

Dear Anaheim Elementary School District families and partners:

If you are new to the District, I would like to extend the warmest of welcomes to the Anaheim Elementary School District (AESD) family. If you have been with us, I am grateful for your decision to partner with us in educating your child or children. It has been an honor to grow alongside our families over the past several years as we have continued learning how to best serve our students. The COVID-19 pandemic has demonstrated to me our community's resiliency and the love and compassion that we have for one another. The innovation of our staff and community partners in meeting the educational and health needs of our children the past few years have served to strengthen the bond between our district staff and our residents. I am excited for all of the possibilities that await us in the upcoming years. As a District, we have been committed to and will continue to grow in our commitment to the health and safety of everyone that steps foot on our campuses. I am so proud of all of the dedication that our campuses have shown to you and the well-being of all of our students.

The following document is reflective of the goals that have been outlined by staff and community partners as we move forward with our partnership to provide a world-class innovative curriculum that is culturally and linguistically responsive. You and your family bring assets in the form of your lived experiences and opinions. Your voices and input are always welcomed and valued. The Board of Education members are always open to listening to any concerns or ideas that you might have that would serve to improve what we offer at our schools. You can email me directly at jgalvarez@aesd.org, and I will make sure that your concerns or ideas are forwarded to the appropriate department within the District.

At AESD, we believe that every child deserves to be taught and provided every measure

possible to help them thrive and learn as many skills both academically and socially to guide them into growing into freethinking, thoughtful and compassionate critical thinkers. My goal as your Board President is to support policy and actions that uplifts this type of growth. Together we can imagine and build a world full of impactful possibilities as long as we keep the best interest of our children, through a lens of equity and justice, at the forefront of all that we do. I am thankful to be afforded the opportunity to collaborate with you regarding the educational experience of all of the children that attend or will attend the Anaheim Elementary School District.

Best regards,
Juan Gabriel Álvarez
Board President



The background is a blue-tinted photograph of a classroom. In the foreground, a young girl with curly hair is leaning over a desk, focused on writing or drawing. Other students are visible in the background, also at their desks, though they are out of focus. The overall atmosphere is one of quiet concentration and learning.

**DEDICATION
TO ENSURING
EQUITY AND
ACCESS FOR
ALL STUDENTS**

Dear “Amazing” Anaheim Elementary School District Families, Staff, and Stakeholders:

AESD is proud to provide these 2022-26 District Goals to focus our efforts on successfully supporting the academic, social emotional and wellness support of all of our deserving students. This plan reflects the thoughtful input and feedback of teachers, administrators, parent leaders, community partners, and student leaders.

As AESD continues to re-imagine its instructional program to magnify our efforts in the post-pandemic COVID-19 endemic, we are proud to continue our unparalleled support for safety through both take-home COVID-19 testing and at our Key Elementary site as necessary. We are committed to continuing to align our State and Federal resources to address the data-determined needs of our students and families.

These District goals are a living document based on student data and stakeholder feedback resulting from our return to full-time in-person instruction. These goals highlight our District’s dedication to ensuring equity and access for all students to high-quality instruction aligned to the needs of each student; opportunities for tutoring and intervention as needed; Anaheim Succeeds! before and after school programming to extend the school day and enrich the learning of our students; and access to our award-winning Dual Language Immersion and music programs at every school.

To maximize opportunities for parent and community involvement and engagement, we will continue to provide access to our scheduled parent meetings and training through a hybrid format including in-person and virtual platforms. On-going hybrid meetings/training will include our Local Control Accountability Plan (LCAP) Advisory Committee, District Advisory Committee - District English Learner Advisory Committee (DAC-DELAC) meetings, local School Site Council (SSC) meetings, Parent Teacher Association (PTA) meetings, Wellness Wednesdays and all District parent training.

Our District will also continue our efforts to provide safe daily transportation for students to our schools. We are proud of our Board-led focus on Green Energy and will be adding additional solar panels in our District as well as continuing to use grant-based funding to help us replace our older diesel buses with electric buses. The impact of these new electric buses yield a reduction of approximately 23 tons of greenhouse gas emissions (per bus) and provide a much quieter ride for students.

We look forward to keeping you informed of our progress toward achieving these goals through our frequently updated [AESD.org website](https://aesd.org); bi-monthly family letters; updates at our Board of Education meetings; monthly Principal Chats at every school; improved use of social media to share upcoming activities; collaboration with community-based organizations and interpretation availability at all meetings to provide equitable access for all stakeholders.

We truly appreciate your support of our District and welcome you to complete and submit our application to begin processing as an active volunteer at our schools, or to attend one of the many activities taking place at your local school. Volunteer Applications and Commitment Forms can be found on our website at aesd.org/volunteers.

Kind regards,
Dr. Chris Downing
Proud Superintendent of AESD





WHAT WE DO

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.

WHERE WE WANT TO BE

VISION

Together we create a service-oriented culture of excellence where success for each student and family and all relationships reflect our core values of Collaboration, Achievement by All, Integrity, Creativity and Innovation and Service.

WHAT WE BELIEVE IN

CORE VALUES

Relationships • Collaboration • Achievement by All • Integrity
Creativity and Innovation • Service

GUIDING PRINCIPLES

The Board of Education believes that a comprehensive education within the Anaheim Elementary School District requires a focus on **RIGOR, RELEVANCE** and **RELATIONSHIPS**.

Portrait of an AESD Scholar *(WHAT - End in Mind)*

The skills we PLEDGE to ensure ALL students have the opportunity to experience, learn, develop, and apply through an e²STEAM-D education that will increase students' preparation for meaningful engagement in Jr. & High School, postsecondary education, diverse career pathways, and as responsible, involved global citizens.

The promoting AESD Scholar will demonstrate the 21st century skills of...

- Critical Thinking - analyzing, assessing, and making decisions
- Creativity - thinking and designing in innovative and useful ways
- Communication - sharing ideas, opinions, and emotions
- Collaboration - working with others to achieve a shared goal
- Character & Compassion - caring for others and good citizenship

Through a holistic e²STEAM-D educational experience that is...

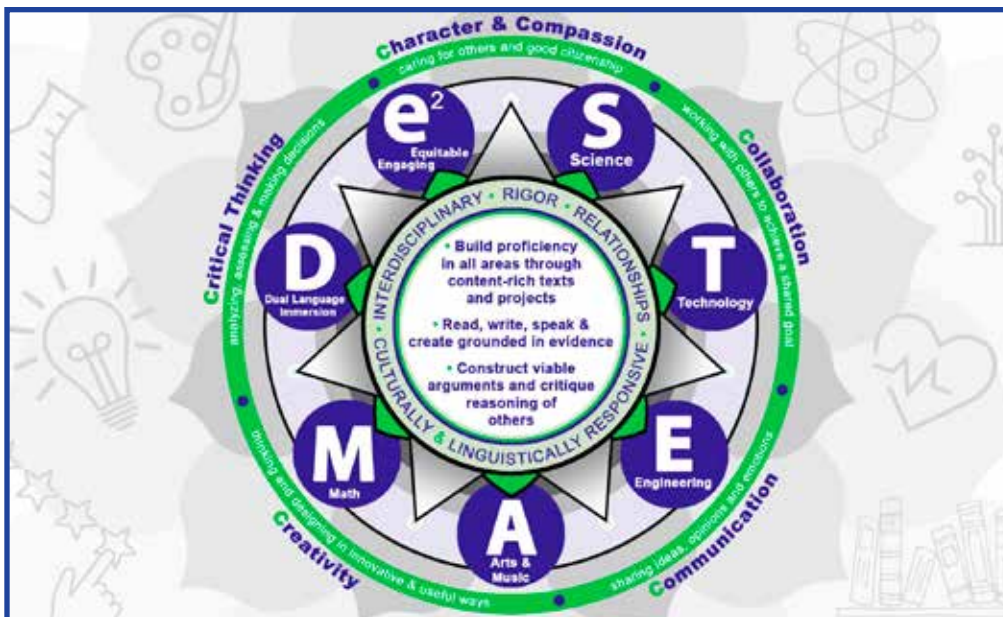
- **E**quitable and **E**ngaging and includes **S**cience, **T**echnology, **E**ngineering, **A**rts/Music, **M**ath, and **D**ual Language Learning

In a learning environment (context) that reflects...

- Rigor (high expectations), Relationships, Culturally and Linguistically Responsive (and Asset based), Interdisciplinary Learning, and Differentiation

Be prepared with the College & Career Readiness competencies of...

- Proficiency in all areas through content-rich texts and projects
- Read, write, speak, and create grounded in evidence
- Constructing viable arguments and critique the reasoning of others



KEY FOCUS AREAS

State Priorities

The California Department of Education (CDE) has identified eight priorities for improving student outcomes that must be addressed by school districts in their Local Control and Accountability Plan (LCAP).

STATE PRIORITIES

» CONDITIONS FOR LEARNING

- › Basic Services
- › Implementation of State Standards (NGSS)
- › Course Access

» PUPIL OUTCOMES

- › Pupil Achievement
- › Other Pupil Outcomes

» ENGAGEMENT

- › Parent Engagement
- › Pupil Engagement
- › School Climate

District LCAP

The Anaheim Elementary School District annually works in collaboration with an LCAP committee which consists of parents, teachers, administrators, classified staff members, and representatives of the community-at-large. The LCAP committee meets 10 times per year to review data, identify strategies aligned with student needs, and make recommendations on alignment between data-determined needs and our State and Federal funding. We thank the amazing stakeholders who participate annually in this meaningful process.

On June 22, 2022, the AESD Board of Education approved three District LCAP goals to drive our continuous improvement efforts and ensure that the data-determined needs of our district stakeholders are addressed:

AESD LCAP Goal 1



Conditions for Learning

AESD LCAP Goal 2



Pupil Outcomes

AESD LCAP Goal 3



Student & Parent Engagement

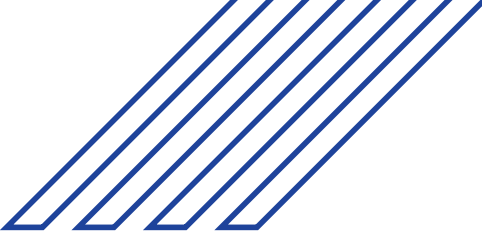
2022-26 District Goals

Our three District LCAP goals are the drivers for the **Strategies for Success** and **Measurements of Achievement** identified in these aspirational District Goals and actions which will focus our district efforts to create the highest quality learning and support possible for our deserving students.

Instructional Vision to Meet District Goals

(How will we succeed?)

AESD will equip every child with the tools, skills, and experiences they need to be College, Career, and Life Ready. Our Instructional Vision articulates the key characteristics of high quality teaching and learning. It is driven by AESD's Portrait of a Scholar, the District's mission, vision, and key focus areas aligned with the Common Core State Standards (CCSS) and content-specific guidance documents to create a cohesive and inclusive framework for highly effective practice.



To sustain and support AESD's Instructional Vision, ongoing professional learning and job-embedded student-centered coaching is provided in the core beliefs, practices and instructional strategies for educators to implement key characteristics of high-quality teaching and learning:

Key Characteristics of High-Quality Teaching and Learning

Planning for Equitable Instruction



Developing engaging, data-driven and standards-aligned lessons with culturally responsive content that is explicit, differentiated, and personalized to meet student needs.

Content



Utilizing culturally-relevant curriculum, dynamic content, and integrated ELD to support language used to develop discipline-specific and transferable knowledge and skills for all students.

Teaching



Teaching for meaning and mastery by scaffolding and deepening learning to provide equitable access for all students.

Learning Environment



Cultivating safe, inclusive environments based on nurturing relationships where all students can feel safe, respected, valued, and connected to their school community.

Key Characteristics of High-Quality Teaching and Learning

LITERACY

Why?

Enable students to understand, participate in, and make informed decisions about their world. Data is indicating a need to support students in decoding and making meaning of text.

What?

Builds teacher understanding of the science of reading and how students learn to read; increases their ability to deliver effective, systematic instruction.

How?

Daily instruction of foundational skills; increasing the number of minutes and opportunities for application and practice of skills through small groups and differentiation. LETRS (Language Essentials for Teachers of Reading and Spelling) Training.

NUMERACY

Why?

A strong number sense is vital for future understanding of more complex math topics. It supports flexible thinking and encourages students to explore multiple ways to arrive at correct answers.

What?

Builds teacher understanding of how students build number sense and increases their ability to plan and deliver effective grade level instruction.

How?

Daily opportunities for students to engage in the knowledge, skills, behaviors, and dispositions needed in order to use math in a wide range of situations.

SCIENCE- NEXT GENERATION SCIENCE STANDARDS (NGSS)

Why?

Create intrinsic motivational opportunities for students through rich content that will foster students' and teacher opportunities to apply the 4Cs (Communication, Collaboration, Critical Thinking, and Creativity) that will transfer to 21st century careers.

What?

Develop staff capacity around the TWIG Science Curriculum with a focus on the framework, standards, and navigation of paper and digital curriculum.

How?

Instruction and application of the Science and Engineering practices through opportunities to explore science concepts daily.

SOCIAL EMOTIONAL LEARNING (SEL)

Why?

Develop healthy and inclusive classrooms and an overall positive school climate so students can learn.

What?

Provide universal support to all students and adults in developing their mastery of SEL skills and competencies.

How?

Explicit daily SEL instruction and integration opportunities through Second Step and supplemental daily activities.

KEY FOCUS AREAS

CONDITIONS FOR LEARNING

VISION



The Anaheim Elementary School District will provide the highest quality conditions for learning for all students. This will include access to a full curriculum, textbooks, technology, ELA/Math/NGSS standards, culturally-responsive staff, support for psychological wellness, and clean, safe schools.

The following *Strategies for Success* and *Measures of Achievement* will be used to ensure that AESD departments prioritize the implementation of safe and welcoming Conditions for Learning:

Strategies for Success



Provide a safe school environment for all students and staff that supports a welcoming environment, maximizes their social-emotional wellness and academic improvement, and includes a comprehensive emergency preparedness plan.



Provide each student with equitable daily access to high-quality 21st century teaching and learning and all necessary resources.



Support District safety practices by providing:

- Ongoing training and drills on safety and active threats.
- A quarterly review of safety at each site.
- Annually updated Comprehensive School Safety Plan to demonstrate clear emergency response procedures.
- Ongoing support to ensure that all schools receive an overall facility rating of “Exemplary” or “Good” as measured by the annual Facilities Inspection Tool.
- A District COVID-19 team to develop and implement HR structures, strategies, procedures, and responses to address the frequently changing COVID-19 and other medical emergency challenges while upholding our values of being service-oriented.



Assign and evaluate staff appropriately to ensure high-quality culturally-responsive instruction and customer service support for students, staff, families, and the community at large.



Measures of Achievement

- » Ensure that the District policies follow the California Department of Public Health guidance and Cal-OSHA regulations and there is 100% legal compliance with all safety laws and regulations in areas such as COVID-19, workers' compensation, comprehensive school safety plans, mandated employee training, and required notifications.
- » Ensure that 100% of students have daily access to a district device (1:1) to ensure access and equity, and to address the digital divide.
- » Ensure that 100% of all School Site Councils collaborate to review and approve their school's Comprehensive School Safety Plan annually, and the Board of Education approves all safety plans by March 1 of every year.
- » Support and monitor appropriately assigned, trained, and evaluated staff including:
 - One hundred percent of teachers are appropriately and fully credentialed as measured by the School Accountability Report Card (SARC).
 - One hundred percent of classified paraprofessional staff appropriately assigned to be highly effective.
 - One hundred percent of District administrators participate in annual training and monthly meetings to provide necessary leadership of safety, facilities, district programs, special education, initiatives, budgets, facilities, and stakeholder support.
 - Annual monitoring, processing, and collection of employee evaluations for certificated, classified, confidential, and management staff will take place to ensure high-quality support of students, staff, and families.
 - All staff annually participate in mandated training to ensure understanding and adherence to district policies, state mandated reporter guidelines, and safety requirements.

PUPIL OUTCOMES

VISION

Through teaching and leadership in a culturally and linguistically responsive manner, all students in AESD will increase and improve their academic and social-emotional performance and outcomes for Emergent Bilingual, Low Income, Students with Disabilities, Foster Youth, and Homeless students will be accelerated.

The following *Strategies for Success* and *Measures of Achievement* will be used to ensure that AESD prioritizes the implementation of quality first teaching, interventions, and research-based programs that maximize pupil outcomes:

Strategies for Success

- Increase the performance of all student groups through the use of high-quality first teaching, formative assessments, differentiated instruction, and interventions based on student needs.
- Support the academic achievement and social emotional learning of all student groups through the delivery of teaching and leadership in a culturally and linguistically responsive manner.
- Support for high-quality teaching and learning by ensuring:
 - **Best Instructional Practices:** including High Expectations; Data-Informed Instruction; Culturally & Linguistically Responsive Teaching; Universal Design for Learning (UDL); Restorative Practices and Positive Behavior Interventions and Supports (PBIS).
 - **Sustaining Instructional Strategies:** including Academic Discourse & Structures; ACE (Answer, Cite, Expand) the Question - Verbal & Written; Thinking Maps; Research-Based Lesson Design (RBLD); Differentiated - Small Group Instruction; Academic Language & Vocabulary; Counting Collections; and Capturing Kids' Hearts.
 - **Professional Learning Communities (PLCs):** conducted bi-monthly at all schools to review formative and summative data, to plan differentiated instruction and achieve data-driven goals with annual improvement.
- Ensure research-based strategies to provide asset-based support for mastery of a second language through Dual Language Immersion and to improve the reclassification of Emergent Bilingual students.
- Update an annual SITEC (Science, Instructional Technology, Esport, Coding) Plan and allocate funding for yearly technology refreshes at all schools to support e²STEAM-D instruction, access to science and technology resources, and support for Visual and Performing Arts (VAPA).

Measures of Achievement

Language: 60% or more of students will make progress toward overall language proficiency by June 2026 as measured by ELPAC (English), LAS Links Español (Spanish), STAMP 4Se (Korean).

Literacy: The percentage of all students including Emergent Bilingual, Students with Disabilities, Low Income, Foster Youth, and Homeless students reading at grade level in their target language (English, Korean, Spanish) by the end of the year in second grade will increase 20% by June **2026**.

Student Groups	2022 Literacy Baseline Performance	2026 Literacy Performance Goal
All Students	41.40%	61.40%
Emergent Bilingual Students	31.90%	51.90%
Students with Disabilities	22.6%	42.60%
Low Income	38.80%	58.80%
Foster Youth	9.10%	29.10%
Students Experiencing Homelessness	31.10%	51.10%

Writing: The percentage of all third through sixth grade students including Emergent Bilingual, Students with Disabilities, Low Income, Foster Youth, and Homeless students reaching Near or Above Standard on the Smarter Balanced Writing claim by the end of year will increase by 20% by June **2026**.

Student Groups	2022 Writing Baseline Performance	2026 Writing Performance Goal
All Students	57.90%	77.90%
Emergent Bilingual Students	42.20%	62.20%
Students with Disabilities	27.30%	47.30%
Low Income	56.00%	76.00%
Foster Youth	No data due to 10 or less students testing in Spring 2022	
Students Experiencing Homelessness	46.10%	66.10%

Math: The percentage of all students including Emergent Bilingual, Students with Disabilities, Low Income, Foster Youth, and Homeless students reaching benchmark in their target language by the end of the year will increase by 20% by June of **2026**.

Student Groups	2022 Math Baseline Performance	2026 Math Performance Goal
All Students	40.90%	60.90%
Emergent Bilingual Students	27.60%	47.60%
Students with Disabilities	24.00%	44.00%
Low Income	38.90%	58.90%
Foster Youth	37.80%	57.80%
Students Experiencing Homelessness	30.90%	50.90%

Science: The percentage of all fifth grade students including Emergent Bilingual, Students with Disabilities, Low Income, Foster Youth, and Homeless students reaching Standard Met or Exceeded on the California Science Test (CAST) will increase by 12% by June of **2026**.

Student Groups	2022 Science Baseline Performance	2026 Science Performance Goal
All Students	15.83%	27.83%
Emergent Bilingual Students	3.85%	15.85%
Students with Disabilities	2.47%	14.47%
Low Income	14.26%	26.26%
Foster Youth	No data due to 10 or less students testing in Spring 2022	
Students Experiencing Homelessness	9.25%	21.25%

STUDENT ENGAGEMENT AND WELLNESS SUPPORT

VISION



All students will feel welcomed and cared for at all AESD sites. The District will focus on meaningful engagement, social emotional learning, and the well being of our students.

The following ***Strategies for Success and Measures of Achievement*** will be used to ensure that AESD prioritizes the engagement of all students and supports their wellness:

Strategies for Success



Increase students' sense of belonging and their engagement by providing curricula that are culturally and linguistically responsive.



Increase attendance rates by working in collaboration with families to identify barriers and support consistent school attendance and participation.



Ensure daily use of Positive Behavioral Interventions and Support (PBIS) student engagement occurs to encourage students to meet school behavior expectations and build their self-esteem through research-based programs including Capturing Kids' Hearts, Second Step, Start With Hello, Zones of Regulation, etc.

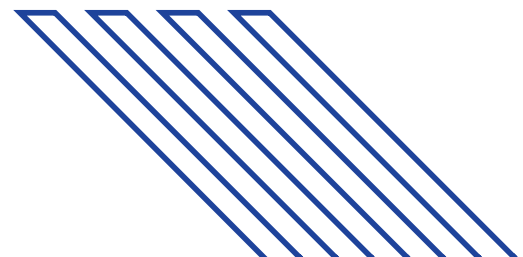


Use Community of Support Teams (COST) to provide differentiated support for students from site-based Counselors, Behavior Health Aides (BHAs), Psychologists, Nurses and other site-identified staff members.



Promote student leadership and preparation for College and Career readiness by:

- Conducting an annual College and Career Week at all schools to include participation by PLEDGE Partners and optimize resources and planning for students and families.
- Providing opportunities for student input with student events, spirit weeks, PBIS incentives, and site-based activities.
- Providing an expanded school day with access to before and after school enrichment activities for all students.



Measures of Achievement

- » **Social Emotional Competence:** Increase the percentage of all Emergent Bilingual, Students with Disabilities, Low Income, Foster Youth, and Homeless third- through sixth-grade students responding favorably in the domain of Emotion Regulation on the Panorama Student Survey from 48% to 57% by June 2026.
- » **School Culture/Climate:** The percentage of Emergent Bilingual, Students with Disabilities, Low Income, Foster Youth, and Homeless third- through sixth-grade student's sense of belonging as measured by the Panorama Student Survey will increase from 63% to 80% by June 2026.
- » **Expanded Learning Opportunities Program (ELO-P):** Provide all students with access to a safe and supportive before and after school environment focused on social emotional learning, relationships, and connection that promotes quality staff and collaborative partnerships to support active and engaged learning.



FAMILY AND COMMUNITY ENGAGEMENT

VISION



Parents and students will feel welcomed and cared for at all AESD sites. The district will focus on the social emotional learning and well being of students and families; and build on the assets that each family brings, including culture and language, adding to the richness and diversity of our District.

The following *Strategies for Success and Measures of Achievement* will be used to ensure that AESD prioritizes the engagement of students and supports their wellness:

Strategies for Success

- » Increase the number of families that participate in school site parent events annually.
- » Offer in-person and virtual access to training opportunities, at convenient and accessible times, for interested parents.
- » Conduct ongoing meetings of identified stakeholder advisory groups to ensure the opportunity for input and feedback toward the implementation of District initiatives and objectives aligned to District Goals.
- » Operate a districtwide parent learning center at the School, Family and Community Engagement Office to support parent education and technology access for all parents in AESD.
- » Provide annual training to recruit and support new parent leaders to be active in the District Parent Leadership Institute (PLI). Family and Community Engagement Specialists (FACES) will train and support parent leaders and foster their capacity to lead at least one parent workshop per year.
- » Begin planning and implementing new community school programming and resources at state-identified participating grant schools (Ponderosa and Paul Revere).



Measures of Achievement

- » Operate Parent Learning Centers at all schools by August 2023.
- » Conduct YouTube Parent Tutorials on topics such as promoting student attendance and strategies for parents to support the academic achievement of their students at home.
- » Conduct trainings each trimester to engage parents and support the academic achievement of their child with topics including:
 - Support for parents of Emergent Bilingual students
 - Social Emotional Learning and Supports
 - Inclusive Education for Students with Disabilities
 - Gifted and Talented Education Support (four meetings annually)
 - Site-based topics generated from surveys and Principal Chats
 - Culturally & Linguistically Responsive Parent Leadership series
- » Ensure all schools participate each trimester in collaboration meetings between administration, Preschool Advisory Committee (PAC), FACES, site PLI leaders, PTA, and DAC/DELAC/SSC to align parent engagement efforts, share feedback on the operation of the Parent Learning Center, and identify strategies to assist parents in supporting student achievement.
- » Grow district partnerships with community-based organizations, the business community, community faith leaders, and local higher education institutions that can help AESD develop community schools.



COMMUNICATION WITH OUR STAKEHOLDERS

VISION



The AESD Board of Education prioritizes effective communication and public relations by the Anaheim Elementary School District to promote greater understanding of and support for public education and this school district.

The following *Strategies for Success and Measures of Achievement* will be used to ensure that AESD prioritizes the engagement of students and supports their wellness:

Strategies for Success



Provide consistent communication to maintain public trust and credibility with the Anaheim community and keep all stakeholders informed about district operations.



Communicate information about District safety, operations, programs, training, and meetings in multiple formats to increase access for families.



Conduct ongoing meetings of identified stakeholder advisory groups including the Budget Advisory Committee, DAC-DELAC, LCAP Committee, PTA, Multilingual Services Council, and SSCs to ensure the opportunity for input and feedback toward implementation of district initiatives and objectives aligned to District goals.



Expand access to Universal PreKindergarten (UPK) including California State Preschool Program (CSPP) and Transitional Kindergarten (TK) programs by increasing the number of district wide Preschool and TK classrooms and student enrollment.

Measures of Achievement

- » Publish a bi-monthly family letter utilizing ParentSquare, regularly update the District website, and communicate timely information to staff to keep stakeholders informed about safety information, school activities, and district projects.
- » Conduct monthly Principal Chats and publish a bi-monthly family letter at all schools to keep parents, families, and the community informed of site programs, safety information, and ongoing operations.
- » Increase the use of district-approved social media platforms to promote District and school site activities.
- » Conduct training at school sites to help parents with access to District communication formats such as ParentSquare, the District and school website, the AESD Parent application, and social media.
- » Use the annual District Panorama Survey data to establish and maintain baseline communication satisfaction among AESD stakeholders.
- » Conduct annual Start Smart neighborhood walks and enrollment fairs and include teachers, administrators, FACES and parent volunteers to share information about the District and recruit new families to enroll in AESD schools.



ANAHEIM EDUCATIONAL PLEDGE

AESD EDUCATIONAL PLEDGE

A commitment to provide all students in Preschool through sixth-grade with an intentional comprehensive support system of practices that integrates all stakeholders (e.g. students, teachers, staff, and parents, etc.) to increase students' preparation for meaningful engagement in Jr. High and High School, postsecondary education, career pathways and as responsible, involved global citizens.

MATRIX

Four primary drivers of change have been identified as the areas with the greatest need and having the most impact. The four drivers are: Holistic Education, College and Career Pathway Planning, Parent Engagement, and Professional Learning. Each driver identifies specific actions that AESD commits to providing students and families through their elementary experience. PLEDGE Site Implementation Teams are responsible for developing and implementing the matrix. The matrix is intended to be a guidance document to support districtwide coherence of AESD's mission, vision, and instructional vision and bring to fruition AESD's Portrait of a Scholar for all students.

PLEDGE PARTNERS



CALIFORNIA STATE UNIVERSITY
FULLERTON



University of
California, Irvine

Cypress
Motivate your



College
mind.



Fullerton College
Excellence. Elevated.



NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT
Greatness. Achieved.



College & Career Pathways

College and Career Awareness offers exploration and preparation in college and career pathways focusing on jobs that are high-skill and high-demand, as well as satisfying and financially rewarding.

K-6 College & Career Awareness and Activities

COLLEGE & CAREER WEEK

» A week-long celebration of events to bring awareness of college.

HIGH SCHOOL SENIOR CAP & GOWN WALKS

» Graduating seniors walk their former elementary school as a reminder of how far they have come and to inspire the next generations with visions of what the future can hold for them.

KINDERCAMINATA

» Each year through a college-wide collaborative effort, kindergarten children, teachers, and parents visit participating colleges to learn about college and careers.

A-G COLLEGE ENTRANCE REQUIREMENTS

» Ensures that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study.

READY

