



DISTRICT GOALS 2016-18





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***The 2016-18 District Goals were approved
by the Board of Education on April 26, 2017.***

WHAT WE DO

Mission:

Anaheim Elementary School District provides high quality schools for a diverse student population. The educational program focuses on mastery of skills, 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 all relationships reflect our core values.

WHAT WE BELIEVE IN

Core Values:

Relationships
Collaboration
Achievement by All
Integrity
Creativity and Innovation
Service

Guiding Principles:

As a general philosophy, the Board of Education believes a comprehensive education in the Anaheim Elementary School District requires a focus on **Rigor**, **Relevance**, and **Relationships**.

We expect AESD to:

- Ensure students are learning at their respective grade level with the goal of being proficient in all subjects, and by the end of sixth grade be prepared for seventh grade, academically and socially, to assure that they are on the path to college and career readiness.
- Ensure students receive an education that will foster proficiency in the English language. We also want them to know that the District values and honors their language and culture. As such, we encourage the promotion of opportunities to sustain their native language so that they may develop bilingual and bicultural competencies.
- Ensure students have the benefit of being at competency as early as possible in their K-6 education. We place great emphasis on proven, powerful, and responsive interventions at the earliest possible stage.
- Ensure students receive a well-rounded, holistic education that includes core academic curriculum consisting of literacy, numeracy, social and scientific studies, visual and performing arts/music, bilingualism, technological competency, and information literacy.
- Ensure students are exposed to academic vocabulary in all subjects throughout the school day.
- Ensure students exit our K-6 system with their creativity maximized and as strong problem-solvers and critical thinkers.
- Ensure students benefit from an emphasis on the importance of good citizenship, civic engagement, democracy, good social interaction skills, and maintaining a healthy mind and body.
- Ensure students benefit from a school system with varied linguistic and cultural capacities to best serve their educational needs.

KEY GOALS

Student Achievement - *Create an exceptional learning environment that engages, challenges, and supports all students so that they thrive and achieve their academic potential every year, while preparing them to pursue college and career opportunities to be global citizens.*

Safe and Secure Learning Environment - *To maintain a safe and secure environment for students and staff that encourages, recognizes, and supports the development of respect, responsibility, citizenship, fairness, trust, confidence, and learning.*

Human Resource Development - *To facilitate the professional growth and leadership development of all employees, create a structure and culture that encourage collaboration and life-long learning, and promote an “attitude of gratitude” where all employees feel valued and are valued.*

Leadership Development - *To facilitate the professional growth and development of all leaders. To build a culture of relational leadership and a growth mindset aligned with a shared vision of success for all.*

Resource Development - *To demonstrate responsible use of resources in implementing our educational plan and operate with transparency and to develop public/private resources to support our instructional programs.*

Facilities & Maintenance - *To provide facilities that meet the present and future needs of students and staff that create the best, orderly learning and working conditions possible; to ensure that facilities and grounds are clean, safe and well maintained.*

Bond Funds - *To demonstrate in an open and transparent manner the prudent and effective use of bond funds to support the education of our students.*

Technology - *Ensuring students have choice and access to digital education resources that assist them in collaborating and communicating more effectively in a 21st Century environment.*

Communication - *To provide systematic, planned, open, and effective two-way communication to both our internal and external publics that builds a better understanding of the role, objectives, accomplishments, and needs of the school district while promoting AESD through a comprehensive communications and marketing plan.*

School-Community Relations - *To encourage and welcome the involvement of parents and leadership of parents and the broader community in the educational process and in the celebration of student and organizational successes; to develop and promote a strong customer service and marketing plans to build parent and community support.*

2016-18 KEY FOCUS AREAS

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I. STUDENT ACHIEVEMENT

Vision: Create an exceptional learning environment that engages, challenges, and supports all students so that they thrive and achieve their academic potential every year, while preparing them to pursue college and career opportunities to be global citizens.

Core Strategy: *To increase the achievement of all students and close the achievement gap, all professionals will build meaningful student relationships and collaborate in data-informed learning communities to ensure the engagement of all students in a rigorous curriculum.*

The Assistant Superintendent, Educational Services is responsible for all Student Achievement Key Performance Targets.

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
<p>Targets That Support Student Academic Achievement:</p> <ol style="list-style-type: none">1. Focus on an inclusive school model.	<ul style="list-style-type: none">❖ <i>We are currently serving 10 students with disabilities in a co-taught pre-school program at James Madison School.</i>❖ <i>We have developed a strong relationship between Early Childhood Education and our pre-school assessment team. The Preschool Program Specialist attends the monthly Heart Team meetings to address interventions, needs, and potential child find referrals for approximately 100 students per year.</i>❖ <i>We expanded our Collab Kindergarten program this past year to increase our inclusive opportunities for students. We added two additional classes (Orange Grove and Westmont) to our original program at Clara Barton. The classes are co-taught by a general education teacher and education specialist. A total of 22 students identified with disabilities are currently participating in the programs.</i>

I. STUDENT ACHIEVEMENT (cont.)

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
<p>Targets That Support Student Academic Achievement (continued):</p> <p>1. Focus on an inclusive school model. <i>(continued)</i></p>	<ul style="list-style-type: none"> ❖ <i>The addition of our Curriculum Specialist for Inclusive Practices has strengthened our training and support as site teams are developing more inclusive means of delivering supports to students identified with disabilities. Our specialist has also been supporting general education teams in learning more about Universal Design for Learning to support all teachers in working with all students.</i>
<p>2. Expand the world languages program.</p>	<ul style="list-style-type: none"> ❖ <i>World languages programs were provided at a total of six school sites through the Dual Language Immersion Academy Program.</i> ❖ <i>Continue to build and expand the Dual Language Immersion program to Kindergarten- through sixth-grade at six sites including Adelaide Price, Benito Juarez, Abraham Lincoln, Ponderosa, Palm Lane and Horace Mann.</i> ❖ <i>Third- through sixth-grade students at Palm Lane are provided at least 30 minutes a week, the opportunity to learn Spanish through an established FLEX program.</i>
<p>3. Strengthen the literacy program.</p>	<ul style="list-style-type: none"> ❖ <i>All third- through sixth-grade teachers participated in two days of professional learning titled “Academic Discourse” that emphasized the content learning of the ELA & ELD standards emphasizing the following:</i> <ul style="list-style-type: none"> ➤ <i>Collaborative discussion structures</i> ➤ <i>Listening & speaking standards</i> ➤ <i>Language demands of standards</i> ➤ <i>Development of oral fluency</i> ➤ <i>Connection to Mathematical Discourse (SMP #3 & 6)</i>

I. STUDENT ACHIEVEMENT *(cont.)*

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
<p>Targets That Support Student Academic Achievement <i>(continued)</i>:</p> <p>3. Strengthen the literacy program. <i>(continued)</i></p>	<ul style="list-style-type: none"> ❖ <i>Explicit Language Instruction</i> <ul style="list-style-type: none"> ➤ <i>Implementation of teaching the language strand of the ELA standards through direct instruction.</i> ➤ <i>Teacher analysis of student writing for language and ELD standards through a new writing rubric.</i> ➤ <i>Background knowledge of language strand of the ELA standards.</i> ❖ <i>ELD Standards: Interacting in Meaningful Ways & Learning How English Works</i> ❖ <i>Pilot and adoption of new ELA/ELD materials (Benchmarks Advance/Adelante)</i> ❖ <i>Close Reading Unit Development & Implementation (Grades 3-6)</i> ❖ <i>Science Literacy 2016-19</i> <i>Develop TK-6 understanding of 5E Instructional Model in Science Instruction as well as the Instructional Shifts within the NGSS. Connect commonalities among the Practices in Science, Mathematics, and English Language Arts.</i> <ul style="list-style-type: none"> ➤ <i>Pilot new NGSS Assessment 2016-17</i> ➤ <i>Field Test NGSS Assessment 2017-18</i> ➤ <i>Operational NGSS Assessment 2018-19</i> ❖ <i>Math Literacy 2016-19</i> <i>Continue to support teachers utilizing the standards for mathematical practice so that there are frequent and ample opportunities for students to demonstrate understanding.</i>

I. STUDENT ACHIEVEMENT (cont.)

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
<p>Targets That Support Student Academic Achievement (continued):</p> <p>4. Expand the arts and music program(s).</p>	<ul style="list-style-type: none"> ❖ <i>Music Education</i> <ul style="list-style-type: none"> ➤ <i>TK- through sixth-grade students at five schools are receiving at least 30-45 minutes of music instruction.</i> ➤ <i>Two of the five, non VAPA schools, have Exploratory Wheel for fifth- and sixth-grade students.</i> ➤ <i>Five VAPA Distinguishing Practices schools are providing their TK- through sixth-grade students at least 60 minutes of General Music learning, and 90 minutes of instrumental learning for fifth- and sixth-grade students.</i> ➤ <i>Students have at least two opportunities to demonstrate their learning in student performances.</i> ➤ <i>All music teachers are participating in co-plan/co-teach lessons.</i> ➤ <i>Two music teachers are participating in six-week coaching cycles.</i> ➤ <i>After school orchestra is offered at 13 sites.</i> ➤ <i>After school mariachi is offered at two sites.</i> ❖ <i>Visual Arts</i> <ul style="list-style-type: none"> ➤ <i>All TK- through sixth-grade teachers at VAPA sites participated in six days of Artistic Literacy professional learning provided by The California Arts Project (TCAP). Each teacher created a three-part lesson series to support their understanding and student learning of the art content standards.</i> ➤ <i>Six sites participated in Class Act.</i>
<p>5. Include civic (culturally and community relevant) engagement in the curriculum.</p>	<ul style="list-style-type: none"> ❖ <i>Fred Korematsu Day</i> ❖ <i>Abraham Lincoln: Distinguishing Practice (grade level representative from each team attended Civic Engagement Professional Learning).</i>

I. STUDENT ACHIEVEMENT *(cont.)*

<p>5. Include civic (culturally and community relevant) engagement in the curriculum. <i>(continued)</i></p>	<ul style="list-style-type: none">❖ <i>Adelaide Price</i><ul style="list-style-type: none">➤ <i>TACIB: Created Math & Science Curriculum to add culturally responsive teaching.</i>❖ <i>Alexander Stoddard</i><ul style="list-style-type: none">➤ <i>Teacher created Character Development units regarding Nobel Peace Prize Laureate Winners are currently being explored for possible addition into existing character education curriculum; Lincoln piloting unit in Trimester 3.</i>➤ <i>PBL: Horace Mann & Palm Lane</i>➤ <i>Benchmark Materials: Unit 1 focuses on Government & Citizenship (implement in 2017-18).</i>
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II. SAFE AND SECURE LEARNING ENVIRONMENT

Vision: Schools in the Anaheim Elementary School District offer safe, secure, and caring environments that focus on teaching and learning to maximize student potential. High behavioral expectations encourage individual responsibility and accountability and reward positive behavior. Opportunities exist within the curriculum for students and staff to effectively deal with individual differences, conflict, anger, and other threats to safety. Staff, parents, law enforcement, and community members teach positive discipline, model mutual respect and tolerance for racial, cultural, physical, and ethnic differences, and help create climates of cooperation, academic excellence, respect, and safety.

The Assistant Superintendent, Educational Services is responsible for all Safe and Secure Learning Environment Key Performance Targets.

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
<p>1. Ensure that welcoming, safe and secure environments are present at all District schools.</p>	<ul style="list-style-type: none"> ❖ <i>School Climate Survey administered in the Fall 2016 and Spring 2017, to fifth- and sixth-grade students at all school sites. Data is used to identify areas of focus, set goals and determine strategies to improve school climate and school connectedness.</i> ❖ <i>In September and October, site administrators, TIS, M&O, and District Office leaders were provided support regarding strengthening emergency procedures.</i> ❖ <i>In November and December, administrators provided support and training to update the Safe School Plans and continue to work with Facilities Department to address Security Assessment findings, including Single Point of Entry (SPoE) repairs/upgrades.</i>
<p>2. Focus and explore programs for “at risk” youth in our District.</p>	<ul style="list-style-type: none"> ❖ <i>Professional Development opportunities in the area of behavior and mental health have been offered to all AESD staff.</i> ❖ <i>Weekly behavior support team meetings are held to address student, staff and school needs.</i>

II. SAFE AND SECURE LEARNING ENVIRONMENT *(cont.)*

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
<p>2. Focus and explore programs for “at risk” youth in our District. <i>(continued)</i></p>	<ul style="list-style-type: none"> ❖ <i>Behavior Support Team staff linked families to community agency partner Western Youth Services, for counseling/mental health support and Outreach and Engagement services for children and families.</i>
<p>3. Continue to expand, promote and support restorative practice in all schools, such as PBIS.</p>	<ul style="list-style-type: none"> ❖ <i>Leadership Team attended a two-day training on restorative practices and restorative circles.</i> ❖ <i>PBIS teams at all AESD schools, with support from Pupil Services staff, continue to assess, plan and implement PBIS systems to support safe and secure learning environment and positive school climate.</i> ❖ <i>An intro to Restorative Practices was offered at all site PBIS teams. This training provided the teams with specific strategies on how to enhance relational capacity at their sites.</i> ❖ <i>Pupil Services staff have led several formal conferences at school sites when integrating students back into the school community when returning from suspension.</i>

III. HUMAN RESOURCE DEVELOPMENT

Vision: Quality teaching is the most important factor affecting student learning. Anaheim Elementary School District, therefore, focuses on attracting, recruiting, hiring, training, supporting, paying, and retaining a teaching and support staff that best meets the needs of the District’s multi-ethnic student population. Everyone involved in the teaching and learning process has opportunities to participate in appropriate, ongoing staff development activities critical to the improvement of students as well as organizational achievement. Shared leadership is developed, recognized, and respected. Collaboration and shared decision-making opportunities improve learning for all members of the school community and promote trust, commitment, and accountability.

The Assistant Superintendent, Human Resources is responsible for all Human Resource Development Key Performance Targets.

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
<p>1. Promote AESD and the distinguishing practices of schools in the attraction and hiring of high performing teachers, staff and administrators through targeted recruitment practices.</p> <ul style="list-style-type: none"> ● Targeted recruitments for: <ul style="list-style-type: none"> ○ Teachers with Bilingual Authorization (BA)/Spanish ○ Music Teachers ○ Special Education Teachers 	<ul style="list-style-type: none"> ❖ <i>Job fair presence and attendance.</i> ❖ <i>Improved signage and branding materials to promote District.</i> ❖ <i>Increased substitute teacher pool.</i> ❖ <i>Substitute teacher training.</i> ❖ <i>Administrator training in strategic applicant screening and interview practices.</i> ❖ <i>Enhanced job postings and recruitments for hard to fill positions.</i> ❖ <i>Active recruitment and hiring teachers with Bilingual Authorization/Spanish.</i> ❖ <i>Reclassification studies to ensure competitive compensation.</i>
<p>2. Train and support current employees, new employees to the district and teachers new to the profession.</p>	<ul style="list-style-type: none"> ❖ <i>Provide a two-day training for all new certificated employees prior to start of school.</i> ❖ <i>Provide new teacher induction for two years for teachers new to the profession.</i> ❖ <i>Provide PAR (Peer Assistance and Review) to support teacher performance improvement.</i> ❖ <i>Provide training for new substitute teachers.</i>

III. HUMAN RESOURCE DEVELOPMENT (*cont.*)

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
<p>2. Train and support current employees, new employees to the district and teachers new to the profession. (continued)</p>	<ul style="list-style-type: none"> ❖ <i>Provide training for new classified instructional assistants, custodians and office staff.</i> ❖ <i>Provide annual training for classified SPED instructional assistants and custodians.</i>
<p>3. Implement the Certificated Evaluation Pilot in 2017-18:</p> <ul style="list-style-type: none"> ● Continue sub-committee work and begin pilot of new contract language for evaluation process and forms. ● Provide professional development to the leadership team and all teachers to clarify proposed language and forms beginning Spring 2017. ● Provide Cognitive Coaching Training for Leadership Team to increase leadership skills, improve relationships and build trust with staff, and support the new vision of the evaluation model focused on growth, reflection, collaboration and self-directed learning. 	<ul style="list-style-type: none"> ❖ <i>Meeting agendas and records of trainings.</i> ❖ <i>Negotiated agreement of new contract language and forms in CBA by June 2018.</i> ❖ <i>Completion of Cognitive Coaching Training for all site administrators.</i> ❖ <i>Ongoing sub-committee meetings to monitor implementation and revisions during 2017-18.</i>
<p>4. Succession Planning: Identify and prepare employees for advancement opportunities within the District including classified, certificated and management employees.</p>	<ul style="list-style-type: none"> ❖ <i>The implementation of a Leadership Development Program for aspiring principals.</i> ❖ <i>Development of a voluntary leadership mentor program for administrators.</i> ❖ <i>Classroom teachers provided defined opportunities to demonstrate leadership beyond the classroom (TIC, Extended Year, Project Coordination, etc.).</i> ❖ <i>Exemplary classroom teachers serving as master teachers for student teachers and induction support providers for new teachers.</i> ❖ <i>Classroom teachers selected for district level teaching positions (TOSA/PD/DLC).</i> ❖ <i>Teachers selected for assistant principal/district management positions.</i>

III. HUMAN RESOURCE DEVELOPMENT (*cont.*)

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
<p>4. Succession Planning: Identify and prepare employees for advancement opportunities within the District including classified, certificated and management employees. (continued)</p>	<ul style="list-style-type: none"> ❖ <i>Vice principals advancing to principals.</i> ❖ <i>Principals advancing to district level positions.</i> ❖ <i>Classified staff advancing to positions of increased responsibility, skills or leadership.</i> ❖ <i>Classified staff advancing to management positions.</i> ❖ <i>Classified staff continuing education to attain certificated teaching position.</i> ❖ <i>Classified employee grant for aspiring teachers.</i>
<p>5. Lead Contract Negotiations</p> <ul style="list-style-type: none"> ● AEEA: Contract expires June 2017 <ul style="list-style-type: none"> ○ Negotiate reopeners for 2016-17. ○ The impact of Extended Day for primary grades. ○ Develop sunshine articles with leadership and board input for 2017-18 full contract negotiations. ● CSEA: Contract expires June 2018 <ul style="list-style-type: none"> ○ Negotiate reopeners for 2016-17. ○ Develop reopeners for 2017-18. 	<ul style="list-style-type: none"> ❖ <i>New collective bargaining agreements.</i> ❖ <i>The Impact of Extended Day settled.</i> ❖ <i>CSEA Reopeners for 2017-18 Board approved by June 2017.</i> ❖ <i>AEEA Sunshine Articles 2017-18 Board approved by June 2017.</i> ❖ <i>Consistent two-way communication with board and cabinet through weekly memos, cabinet meetings, and closed session reports.</i> ❖ <i>Inform and train management of new contract agreements and monitor implementation.</i>
<p>6. Improve two-way communication and strengthen relationships with employee associations' leadership teams and presidents.</p>	<ul style="list-style-type: none"> ❖ <i>Copies of monthly meeting agendas.</i> ❖ <i>Attendance at executive board and/or Rep Council meetings as needed.</i> ❖ <i>Successful negotiated settlements and contracts.</i>

IV. LEADERSHIP DEVELOPMENT

Vision: To facilitate the professional growth and development of all leaders. To build a culture of relational leadership and a growth mindset aligned with a shared vision of success for all.

The Senior Director, Leadership Development is responsible for all Leadership Development Key Performance Targets.

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
<p>1. Provide multiple coaching opportunities for all site level administrators.</p> <p>Focus: Professional growth aligned with the California Professional Standards for Educational Leaders. Direction and assistance focused on school achievement and School/Board goals.</p> <p>Provide additional targeted support to site leaders as directed by immediate supervisor and scheduled by the administrator.</p> <p>On call resource for site administrators.</p>	<ul style="list-style-type: none"> ❖ <i>Meet with all site principals a minimum of four times per year in support of short-term leadership learning goals.</i> ❖ <i>Meet with all vice principals a minimum of three times per year.</i> ❖ <i>A shared Coaching Log template will be used to document and honor the learning/work.</i> ❖ <i>Additional opportunities will be provided to first year and new to the district principals.</i> ❖ <i>Documentation of meeting dates. The learning/work of targeted support may be shared to supervisor by the administrator.</i>
<p>2. Collaborate, plan and facilitate capacity building professional development presentations and “Linked Leadership Activities” at district Leadership Team Meetings aligned with District/Board goals.</p>	<ul style="list-style-type: none"> ❖ <i>Documentation of collaborative preparation meetings.</i> ❖ <i>Archived presentations.</i> ❖ <i>Minimum of one book study.</i>
<p>3. Pilot implementation of an Aspiring Leaders Program(s)/opportunities Collaboration Assistant Superintendent of Human Resources, department leadership and staff. Plan a menu of leadership opportunities for a variety of current and aspiring leadership groups.</p>	<ul style="list-style-type: none"> ❖ <i>Documentation, planning, communication of leadership enhancing opportunities for targeted groups (teachers/vice principals/principals).</i> ❖ <i>Quarterly meetings with each group to share work/learning.</i>

IV. LEADERSHIP DEVELOPMENT (*cont.*)

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
4. Facilitate a minimum of five District Leadership Development Committee meetings to plan and support leadership development and leadership professional development.	<ul style="list-style-type: none"> ❖ <i>Copies of meeting agendas/minutes.</i> ❖ <i>Documentation of proactive and responsive action taken as guided by committee, recommendations supportive of leadership development.</i>
5. Maintain state “Leadership Coaching” certification (California Network of School Leadership Coaches), and seek opportunities for professional networking.	<ul style="list-style-type: none"> ❖ <i>Registration, attendance and completion of appropriate trainings and in-services.</i>
6. Create and distribute an “AESD Leaders Matter” newsletter to share professional reading, celebrate our leadership successes/stories, and department news.	<ul style="list-style-type: none"> ❖ <i>Quarterly published newsletters.</i>
7. Serve on the Superintendent’s Cabinet and complete supplementing assignments as assigned.	<ul style="list-style-type: none"> ❖ <i>Board meeting attendance.</i> ❖ <i>Documentation of assigned work.</i>
8. Model the integration of contemporary technology into leadership practices and learning activities using software, cloudware, and resources that serve leadership objectives and educational goals.	<ul style="list-style-type: none"> ❖ <i>Document of presentations/Linked Leadership Activities.</i> ❖ <i>Revised coaching template.</i> ❖ <i>Use of Google Classroom.</i>

V. RESOURCE DEVELOPMENT

Vision: Quality teaching and learning are dependent upon adequate and stable financial resources. The Anaheim Elementary School District, therefore, allocates its dollars based upon the prioritized needs of the District-as reflected in its mission, goal, and vision statements and key performance targets-in ways that best serve its students, its schools, and its personnel. Fiscal resources are managed in a cost effective, accurate, and efficient manner, serve immediate needs, and take into consideration long-range goals. Open communication, user-friendly formats, and high involvement from community, parents, and classified and certificated staff ensure broad understanding of the District’s budget and budgeting process.

The Assistant Superintendent, Administrative Services is responsible for all Resource Development Key Performance Targets.

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
1. Within the resources available, reduce class size.	❖ <i>Recommend a Budget Stabilization Plan to the Board of Education to address Board goals in reducing class size while maintaining established reserve levels.</i>
2. Enhance the transparency of District resources and the District budget.	<ul style="list-style-type: none"> ❖ <i>Provide detailed analysis of the District’s Budget and Financial Statements as requested and required.</i> ❖ <i>Provide assumptions for budgeting and decision making regularly.</i> ❖ <i>Communicate fiscal changes immediately.</i> ❖ <i>Provide information, resources, tools, and publications in regards to State and Federal funding and the impact to AESD.</i>
3. Continue to seek outside resources wherever possible.	❖ <i>Included in the Budget Stabilization Plan is a recommendation to increase use of facilities by at least \$30 thousand by renting out District assets such as multi-purpose rooms and parking lots.</i>

VI. FACILITIES & MAINTENANCE

Vision: The District follow a rigorous, preventative maintenance schedule to ensure ongoing, quality maintenance of all facilities and ensure that all our facilities are well maintained and foster a clean and safe learning environment for our scholars.

The leadership team be committed to allocate necessary resources to keep school facilities and grounds looking attractive to which the community can be proud of.

The Assistant Superintendent, Administrative Services is responsible for all Facilities & Maintenance Key Performance Targets.

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
<p>1. Implement the expenditure of Bond dollars with integrity and transparency.</p>	<ul style="list-style-type: none"> ❖ <i>Formation of a Superintendent’s Facility Implementation Committee to validate the design in accordance with the Board approved Long Range Facility Master Plan (including ensuring the priorities of the site administration master plan teams are incorporated).</i> ❖ <i>Provide a transparent and consistent Request for Proposal process for ensuring competitive pricing from qualified consultants and business partners.</i> ❖ <i>Utilize the Colbi Technologies construction accounting program to continue to track expenses in a format accepted by the Office of Public School Construction and to optimize matching State funds.</i>
<p>2. Effectively communicate the use of Bond dollars to all stakeholders and community in the District.</p>	<ul style="list-style-type: none"> ❖ <i>Quarterly updates to the Measure G/J Citizens’ Oversight Committee.</i> ❖ <i>Presentations to the sites and community at appropriate intervals during the design and construction process.</i> ❖ <i>Banners or marquee messaging at sites that have upcoming construction.</i> ❖ <i>Update of the District website to encompass past, present and future projects.</i>

VI. FACILITIES & MAINTENANCE (*cont.*)

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
3. Based on available funding, complete deferred maintenance projects which include: roofing, air conditioning unit replacements, exterior painting, and paving.	❖ <i>Refine and update Deferred Maintenance Plan.</i>
4. Optimize energy resources and savings district-wide.	<ul style="list-style-type: none"> ❖ <i>Program building systems, such as air conditioning, to revert to economy mode when the school sites are not occupied.</i> ❖ <i>Apply for Proposition 39 State Energy Grants and local funding opportunities.</i> ❖ <i>Enhance the environmental sciences learning experiences for children in non-conventional approaches which include lectures, projects, promoting science based field trips and the overall demonstration of good environmental stewardship by district employees, visitors and the student body.</i>

VII. BOND FUNDS

Vision: The Anaheim Elementary School District recognizes the impact facilities have on the teaching and learning process and on working conditions. In an effort to accommodate overcrowding yet provide settings that optimize learning (ending staggered sessions schedules), the District continues to pursue innovative housing approaches and funding strategies for school construction and modernization. An up-to-date, comprehensive facilities master plan, as well as a study of enrollment trends, asset management strategies, sound budget planning, and flexible scheduling, guide District decision making in the area of facilities.

The Assistant Superintendent, Administrative Services is responsible for all Bond Funds Key Performance Targets.

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
<p>1. Implement the expenditure of Bond dollars with integrity and transparency.</p>	<ul style="list-style-type: none"> ❖ <i>Formation of a Superintendent’s Facility Implementation Committee to validate the design in accordance with the Board approved Long Range Facility Master Plan (including ensuring the priorities of the site administration master plan teams are incorporated).</i> ❖ <i>Provide a transparent and consistent Request for Proposal process for ensuring competitive pricing from qualified consultants and business partners.</i> ❖ <i>Utilize the Colbi Technologies construction accounting program to continue to track expenses in a format accepted by the Office of Public School Construction and to optimize matching State funds.</i>
<p>2. Effectively communicate the use of Bond dollars to all stakeholders and community in the District.</p>	<ul style="list-style-type: none"> ❖ <i>Quarterly updates to the Measure G/J Citizens’ Oversight Committee.</i> ❖ <i>Presentations to the sites and community at appropriate intervals during the design and construction process.</i> ❖ <i>Banners or marquee messaging at sites that have upcoming construction.</i> ❖ <i>Update of the District website to encompass past, present and future projects.</i>

VII. BOND FUNDS *(cont.)*

3. Reach out to recognize donors.	<ul style="list-style-type: none">❖ <i>Recognize donors and contributors through:</i><ul style="list-style-type: none">➤ <i>recognition at Board meetings</i>➤ <i>plaques</i>➤ <i>announcements</i>➤ <i>student thank you letters</i>➤ <i>site visits to see their contributions come to fruition</i>
4. Augment Staffing to ensure successful implementation of the Bond Program.	<ul style="list-style-type: none">❖ <i>Develop a phase in Staffing Plan.</i>❖ <i>Increase internal capacity by hiring qualified applicants from within the District.</i>

VIII. TECHNOLOGY

Vision: The Anaheim Elementary School District is closing the gap—the digital divide—between those individuals and communities that have access to Information Age tools and those that do not. Through the addition of infrastructure, wide and local area networks, classroom computers, Internet connectivity, and instructional software, students, teachers, and administrators are becoming technologically literate and responsible cybercitizens. A student information management system provides technology support to staff in the areas of attendance, discipline, record keeping, assessment, and homework. Support for the budgeting, accounting, payroll, attendance, purchasing, and warehousing operations comes from the MIS-Management Information Support-system.

The Assistant Superintendent, Educational Services is responsible for all Technology Key Performance Targets.

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
<p>1. Promote the knowledge that the funds approved by the Board have allowed the District to maintain a State-of-the-Art infrastructure.</p>	<ul style="list-style-type: none"> ❖ <i>The 3 Year Technology Plan was presented to the Board on August 22, 2017, and will be updated and presented again at the start of the 2017-18 school year to include information about how eRate funds are being used for the next five years.</i> ❖ <i>AESD received full eRate funding on March 15, 2017.</i>
<p>2. Continue the technology refresh program to ensure that children have access to up-to-date technology equipment as devices continually grow and change.</p>	<ul style="list-style-type: none"> ❖ <i>For the 2016-17 school year, the Technology Refresh Program refreshed:</i> <ul style="list-style-type: none"> ➤ <i>197 Teacher Instructional Devices</i> ➤ <i>645 Student Chromebooks</i> ➤ <i>96 Classroom Projectors</i> ❖ <i>Technology Leadership Committee met to discuss feedback from technology purchases and commissioned pilots of alternative instructional devices to address these concerns.</i> ❖ <i>Technology Leadership Committee will make decisions on purchases for the 2017-18 school year in April 2017, after reviewing feedback from these pilots.</i>
<p>3. Become an “official” Future Ready District.</p>	<ul style="list-style-type: none"> ❖ <i>Convene Future Ready Leadership Team.</i> ❖ <i>Take the District Leadership “Future Ready” Self-Assessment.</i>

VIII. TECHNOLOGY (*cont.*)

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
3. Become an “official” Future Ready District. (continued)	❖ <i>Analyze and discuss District’s Scores and Readiness Levels utilizing the futureready.org dashboard.</i>
4. Ensure that each and every child has access to digital resources in their daily learning.	<ul style="list-style-type: none"> ❖ <i>There are 13,000 Chromebooks in circulation at our sites for student use.</i> ❖ <i>All students, TK through sixth-grade have an account for GSuite for Education, Discovery Plus, and Safari Montage, ensuring every child is able to learn and create in a 21st Century digital environment.</i> ❖ <i>Technology Refresh for 2017-18 will focus on refreshing student Chromebooks at a rate of 10 per classroom.</i> ❖ <i>Bring Your Own Device (BYOD) Program is in its final year of phase-in, and will be available for all grade levels at all sites for the 2017-18 school year, so that all students may use the technology they prefer.</i>

IX. COMMUNICATION

Vision: Effective communication and public relations by Anaheim Elementary School District staff and Board of Education members lead to greater understanding of and support for public education and this school district. The District’s *Communications Strategic Plan* outlines various confidence-building communications vehicles used to build trust and credibility with all audiences including students, employees, parents, business and community associates, and the media. A “one clear voice” approach to communication shares the good news about schools and helps staff and community understand the connection between high-quality education and quality of life.

The Superintendent and Cabinet are responsible for all Communication Key Performance Targets.

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
1. Increase engagement with Anaheim Union High School District.	<ul style="list-style-type: none"> ❖ <i>Invite the AUHSD Board of Trustees to articulation meetings on a quarterly basis.</i> ❖ <i>Routine communication between district PIOs on story collaboration/pitching and potential joint marketing efforts.</i>
2. Streamline communication with site leaders/staff.	<ul style="list-style-type: none"> ❖ <i>Share Weekly Board Memo with principals, vice principals and directors to ensure timely news and information is shared consistently across all groups.</i> ❖ <i>Confirm messages are communicated to staff by site leadership/provide key talking points.</i>
3. Explore and implement the communication of positive student progress in ways that are not always tied to test scores (CA Dashboard).	<ul style="list-style-type: none"> ❖ <i>Routine communication with site leaders and staff to ensure newsworthy items are captured for publication and promoted through multiple communication channels.</i>
4. Increase parent engagement and encourage the dissemination of timely news and information.	<ul style="list-style-type: none"> ❖ <i>Develop and launch a district mobile app for smartphones to enhance the district user experience.</i>
5. Continue implementation of the District Strategic Communications Plan to promote programs and events.	<ul style="list-style-type: none"> ❖ <i>Improve signage and branding materials (supporting all departments).</i> ❖ <i>Implement targeted marketing/direct mail.</i> ❖ <i>Launch Start Smart Campaign in early August.</i>

IX. COMMUNICATION

(cont.)

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
5. Continue implementation of the District Strategic Communications Plan to promote programs and events. <i>(continued)</i>	<ul style="list-style-type: none">❖ <i>Promote/increase followers to District social media accounts.</i>❖ <i>Provide site leadership communications support.</i>

X. SCHOOL-COMMUNITY RELATIONS

Vision: Committed to developing effective collaborations, the Anaheim Elementary School District encourages the involvement of parents, guardians, and the broader community in the education of its children. Involvement comes in the form of volunteering in classrooms, serving on the committees, coordinating services, collaborating on issues, partnering on programs, and participating in training. In a spirit of openness, the District provides multiple opportunities to view and hear from its diverse parent population as well as the public and promote their participation and maintain their support. Programs and activities that emerge from this shared leadership strengthen our children’s success, safety, and achievement.

The Assistant Superintendent, Educational Services is responsible for all School-Community Relations Key Performance Targets.

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
<p>1. Increase the outreach to parents and the public via a variety of media.</p>	<ul style="list-style-type: none"> ❖ <i>District website</i> ❖ <i>School websites</i> ❖ <i>Parent Involvement website</i> ❖ <i>Promote new District App to enhance parent involvement and engagement (Blackboard App)</i> ❖ <i>Increase District social media following (Twitter & Facebook)</i>
<p>2. Increase involvement with parents to create broader and stronger connections and to share the great resources of the community with parents.</p>	<ul style="list-style-type: none"> ❖ <i>Increase parent involvement and share community resources through parent workshops and by growing the parent leadership base.</i> <ul style="list-style-type: none"> ➤ <i>Parent Leadership Institute</i> ➤ <i>Parent Classes</i> <ul style="list-style-type: none"> ■ <i>Parent Academic Based Classes</i> ■ <i>Parenting Skills</i> ■ <i>Parent Leadership</i> ➤ <i>DAC-DELAC</i> ➤ <i>PTA</i> ➤ <i>Parent Meetings</i> ➤ <i>Collaboration with community</i> <ul style="list-style-type: none"> ■ <i>CABE Conference</i> ■ <i>Visits to Institutions of Higher Education</i> ■ <i>City Events</i>

X. SCHOOL-COMMUNITY RELATIONS

(cont.)

2016-18 Key Performance Targets	2016-18 Key Performance Indicators
3. Create public / private partnerships designed to support schools and provide sources for external talent, funding, encouragement and enthusiasm.	<ul style="list-style-type: none">❖ <i>Continue outreach through the Creativity Council meetings three times annually.</i>❖ <i>Reach out to pair schools directly with private, university, nonprofit and public partnership. Help them establish relationships and programs.</i>❖ <i>Continue print and email campaigns to outreach to these partners. Keep them apprised of opportunities to partner.</i>

GLOSSARY OF ACRONYMS

AESD: Anaheim Elementary School District

AEEA: Anaheim Elementary Education Association

Aeries Modules: The Aeries Student Information System is a comprehensive solution that incorporates multiple technologies to meet the diverse and ever-changing needs of schools, districts, and education agencies. Aeries is both flexible and scalable to meet and exceed the needs of both small and large districts.

ALA: Accelerated Language Academy

AVID: The Advancement Via Individual Determination (AVID) program targets students in the academic middle—B, C, and even D students—who have the desire to go to college and the willingness to work hard. AVID places academically average students in advanced classes and provides them with an elective class that prepares them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.

Barracuda Spam & Virus Firewall: An integrated hardware and software solution designed to protect your email server from spam, virus, spoofing, phishing, and spyware attacks

BHA: Behavioral Health Aide

BYOD: Bring Your Own Device

CAC: Community Advisory Committee

CALPADS: California Longitudinal Pupil Achievement Data System

CCSS: Common Core State Standards

CELDT: California English Language Development Test

CFU: Checking for Understanding

CHART: Community Health Action Response Team

CSEA: California School Employees Association

CSP: Child Signature Plus grant

DAC/DELAC: District Advisory Committee/District English Learner Advisory Committee

DLC: Digital Learning Coach

DLI: Dual Language Immersion

DRDP: Desired Results Development Profile

EC: Education Code

EDI: Explicit Direct Instruction, an explicit lesson design/teaching strategy

EL: English Learner

ELA: English Language Arts

ELD: English Language Development

ELM: English Language Mainstream

ELMP: English Learner Master Plan

GLOSSARY OF ACRONYMS

(cont.)

ERMS: Educationally-Related Mental Health Services

Federal Jobs Funding: One-time funds provided by the federal government to local districts to be used to restore layoffs, prevent future layoffs, restore furlough days, or apply toward increases in health and welfare benefits

FTE: Full-Time Employee

GATE: Gifted And Talented Education

Google Apps: A service from Google providing independently customizable versions of several Google products under a custom domain name. It features several Web applications with similar functionality to traditional office suites, including Gmail, Google Groups, Google Calendar, Talk, Docs, and Sites.

HEAL: Healthy Eating, Active Learning

HR: Human Resources department

LAN: Local Area Network; a computer network that connects computers and devices in a limited geographical area such as home, school, computer laboratory, or office building

LCAP: Local Control Accountability Plan

LTEL: Long-Term English Learner

M8e6 Content Filtering: Also known as censorware or web filtering software; software designed and optimized for controlling what content is permitted to a reader, especially when it is used to restrict material delivered over the Web. Content-control software determines what content will be available.

Malware and Virus Programs: Designed to stop Malware, short for malicious software, consists of programming designed to disrupt or deny operation, gather information that leads to loss of privacy or exploitation, gain unauthorized access to system resources, and other abusive behavior

PAL: Phonological Awareness Literacy

PBIS: Positive Behavioral Intervention and Supports, a plan to teach and support positive behavior at school

PBL: Project Based Learning

PD: Professional Development

PEP: Physical Education Program

PLC: Professional Learning Community

PTA Council: District Parent-Teacher Association Council, comprised of unit (school) PTA presidents

RBLD: Research Based Lesson Design

RCD: Rigorous Curriculum Design

RCM: Report Card Maker

RSP: Resource Specialist Program

RtI²: Response to Instruction and Intervention

GLOSSARY OF ACRONYMS

(cont.)

SBAC: Smarter Balanced Assessment Consortium

SDC: Special Day Class

SMART: System for Managing, Archiving, and Reporting Test information

Smartphone: A high-end mobile phone that offers more advanced computing ability and connectivity than a contemporary feature phone (i.e., a modern low-end phone)

SPSA: Single Plan for Student Achievement

SSC: School Site Council

SST: Student Study Team

STAR: Standardized Testing and Reporting

STEAM: Science, Technology, Engineering, Art, Math

STEM: Science, Technology, Engineering, Math

Streaming Video: Live streaming, more specifically, means taking the media and broadcasting it live over the Internet. The process involves a camera for the media, an encoder to digitize the content, a media publisher where the streams are made available to potential end-users, and a content delivery network to distribute and deliver the content. The media can then be viewed by end-users live.

TK: A transitional kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Pursuant to law, (EC 48000[c]), a child is eligible for transitional kindergarten if a child will have his or her fifth birthday between:

For the 2012-13 school year, November 2 and December 2

For the 2013-14 school year, October 2 and December 2

For the 2014-15 school year and each school year thereafter, September 2 and December 2.

TUPE: Tobacco-Use Prevention Education

TOSA: Teacher on Special Assignment

VAPA: Visual and Performing Arts

Virtualization: In computing, is the creation of a virtual (rather than actual) version of something, such as a hardware platform, operating system, a storage device or network resources

WAN: Wide Area Network; a computer network that covers a broad area (i.e., any network whose communications links cross metropolitan, regional, or national boundaries)