

2022/2023 AEACS School Site Council

recommendations for

the AEACS *Local Control and Accountability Plan (LCAP)* as the *School Plan for Student Achievement (SPSA)*

The SSC would like to recommend the following exemplars from school districts that are recognized for prioritizing English Language Learners in their academic plans and were used to inform our recommendations:

[San Diego Unified](#)

[Chula Vista Elementary School District](#)

[Fresno Unified School District](#)

Goal 1: No recommendations at this time.

Goal 2: No recommendations at this time.

Goal 3: Effective Teaching in Every Classroom & Monitoring Learning

(Please note: Priority Actions 2-8 are from current LCAP. Only new content is Action 1.)

Priority Actions:

1. **Establish an English Language Instructional Resource Teacher (ELIRT) to support Multilingual and English learners.** The ELIRT will do some or all of the following:
 - a. Partner with site leaders and grade-level teams/departments to co-plan, co-facilitate professional development, and conduct classroom observations with a focus on implementation of differentiation, scaffolds, and EL strategies to ensure access and meaningful participation.
 - b. Work alongside educators to support PLCs, lesson study, small group support, analyzing and interpreting ELPAC data and formative data to influence instructional next steps and support reclassification.
 - c. Support classroom educators through co-planning, side-by-side teaching, small group planning and support, student goal setting, implementation of AEA best practices, and analysis of CA ELD Standards.
 - d. Partner with Data and Assessment team to help sites collect and analyze data for PLCs/ILT/Grade level/Department meetings to improve student engagement, demonstration and implementation of EL strategies, differentiation methods to access content, and/or strategies that promote academic discourse.

- e. Support AEA sites in conducting classroom observations to document evidence of student participation, interactions, and evidence of designated and integrated ELD strategies.
 - f. Support with student goal-setting, progress monitoring and strategic interventions to support learning in the classroom.
 - g. Provide additional family outreach and support training for families or caregivers of Multilingual and English learners.
2. Targeted English Learner Support
 - a. Targeted Tier 1 and 2 support of English Language Learners (ELL) through a systemic program spanning across both schools
 - b. Professional development with ELD Consultant to support
 - i. in the analysis of student proficiency levels
 - ii. In the development of designated and integrated instructional support that include: Guided Language Acquisition and Design (GLAD) strategies, differentiation, and small group intervention
 3. Expanded Learning Opportunities for Socioeconomically Disadvantaged students
 - a. Academic support
 - b. Enrichment, activities
 - c. Mentoring
 - d. Special consideration given to Socioeconomically Disadvantaged students
 4. Embedded Universal Design Learning (UDL) strategies
 - a. Train all teaching staff on an implement UDL strategies across content areas
 - b. To increase access to curriculum for Students with Disabilities
 5. Early Intervention
 - a. Early intervention in target and supports for at risk students in primary grades including:
 - i. Early team involvement in the SST process
 - ii. Increased pull out time to target skilled deficit
 - iii. Implementation of Zones of Regulation to support. social-emotional readiness and self regulation in grades K-1
 - iv. Thinking Skills program provided by San Diego State University 3rd Year Psychology Students
 - v. Ongoing collaboration between General Education teachers in Learning Center team
 6. Applied Behavioral Analysis (ABA) techniques
 - a. Training staff on Applied Behavioral Analysis (ABA) techniques and implement to support student inclusion
 7. Testing Accommodations

- a. Increase accessibility and comfortability around assessment through direct instruction of testing accommodations used on standardized tests
 - b. Stress reducing actions students can take to minimize anxiety
 - c. Educational specialists have trained themselves and will continue to directly teach their students and allow them to practice accessing the accommodations available during testing.
 - d. Self-regulation strategies are also regularly incorporated into both high/low stakes assignments and assessments to familiarize students with the strategies and have awareness of when to use them.
8. Multi-Tier Systems of Support (MTSS) and Response to Intervention (RTI)
- a. Develop continuous and consistent MTSS and RTI approaches across the schools.
 - b. Support with appropriate professional development (SELPA recommended)

Goal 4: Provide resources and services to actively welcome and increase family engagement across demographics.

Priority Actions:

1. Develop and support family-school partnerships
 - a. Create an Advisory System (SSC, DELAC, Parent Advisory Group)
2. Provide regular, clear communication through consistent channels using language and practices that are accessible to all.
 - a. Take into account target audience(s) for content
 - b. Consider one person coordinating all communication to streamline and to eliminate duplications
3. Promote the *Family Engagement Policy* and *Family-School Compact*
 - a. Distribute at the beginning of every school year
 - b. Revise annually based on feedback from families and school personnel
4. Create new staff position of Family Liaison dedicated to fostering family engagement across all AEA schools
5. Conduct learning community surveys to provide feedback and input at least annually
6. Monthly Literacy Night (Elementary School)
7. Access to appropriate technology and internet service for all students and families
8. Parent/Family Universities
 - a. Identify a goal for improving attendance considering:
 - i. target audiences
 - ii. topics

- iii. start time
- iv. length / duration
- v. childcare hardships