



Adelanto Elementary School District
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Superintendent
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Chief Academic Officer
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2019-20

The Adelanto Elementary School District serves approximately 8,300 students in grades TK-8. There are 15 schools in the district serving the cities of Adelanto and Victorville. The schools are comprised of nine elementary schools serving TK/K-5 grade students, two schools serving K-8 grade students, three middle schools serving grades 6-8, and one alternative school serving students in grades 4-8. The alternative school, call the Adelanto Virtual Academy (AVA), was opened in 2018-19 and serves students with high social emotional needs. AESD serves a community that has high poverty and 40% of the population is below the Federal poverty level. There are two large prisons, and three ICE detention centers. Attendance spikes and dips at certain times each year and the district is showing declining enrollment by almost 200 student in the P2 report. Many of the discipline issues faced on our campuses represent the trauma-related behaviors observed within the community. The district has a 1.4% transiency rate and middle school drop rate is less than 1%. The district serves students from diverse backgrounds with 64.77% Hispanic, 20.12% African-American, 7.04% Caucasian and 7.77% other. 82% of our students participate in NSLP (National School Lunch Program/ FRL), 16% of our students are identified as English Learners, 13.5% are identified as Special Education, 3% identified as Foster Youth, and 77.7% of our students are identified as unduplicated as defined in the Local Control Funding Formula (LCFF).

Each school offers a unique focus for their students such as AVID (Advancement Via Individual Determination), STEM (Science, Technology, Engineering, Mathematics), STEAM (Science, Technology, Engineering, Arts, Mathematics,) VAPA (Visual and Performing Arts), DI (Dual Immersion), and CTE (Career Technical Education). At the Adelanto Virtual Academy the focus is on providing positive behavioral interventions through restorative practices to support trauma based behaviors. The school is unique in its academic program as teachers use online standards-based curriculum that allows for acceleration and differentiation for students at all levels.

Discipline and attendance is an area of focus. In 2017-18 a team of district and site administrators, psychologists, counselors and teachers redesigned the SST process and streamlined the protocol to include stringent student monitoring. All sites were trained prior to full implementation in 2018 – 19.

PBIS (Positive Behavior Intervention Support) is implemented at every site and district partners with DMSELPA and county trainers. The district also has a PBIS leadership team that meets monthly and provides support to staff at the school sites. Both the academic and social emotional interventions are supported through strong PBIS practices, daily MTSS schedule, and accelerated courses. A district team consisting of the Superintendent, CAO, and other administrators have been involved in the year-long MTSS symposium hosted by SBCSS and has instituted additional processes to support sites. The district has identified social emotional learning as a key area of focus and will be rolling out related trainings to address this and the impact on teaching and learning in 2019-20.

The high number of students identified as Special Education is another area of focus. Using the new SST process and streamlining practices, the Sp Ed subgroup has dropped from 14.8% to 13.5%. A monthly collaborative meeting with Principals and one with Special Ed teachers has resulted in alignment expectations and common practices.

In 2018 – 19, each of the middle schools and the K-8 schools introduced CTE introductory courses as elective options for students. These courses have been aligned to the CTE pathways at our feeder high school district. Working with SBCSS and the counseling network, all counselors attend workshops monthly. The district also employs two counselors - one for Foster youth and the other for Homeless students who provide direct support to school sites and partner with school administrators to address situations of high stress. These counselors are also part of the counseling network and the monthly meetings. College and career opportunities have been available through field trips and college visits.

In 2018-19 the district showed strong ELA and Math growth in CAASPP. Only the SWD subgroup was in the RED in ELA and math. Teachers developed and implemented common formative assessments (CFAs) and the district rolled out district wide writing (ACE) protocol.

The after-school (ASES) program is funded by the ASES grant at each of the 14 sites and in summer of 2019 AESD will be offering summer school program for the second year funded by the 21st Century grant at two sites. These programs, along with tutoring, Saturday School and our After School Sports program, aim to keep our students safe and engaged and offer specific support for Foster and Homeless Youth. The district also received the ASES coding grant for three of its schools and has trained six teachers to provide the required number of hours this year. Starting in the summer and into 2019-20, the district will train additional teachers across the district to expand coding options at each of the elementary school sites. This is especially important as coding as part of the CTE options in the middle school.

The district is committed to provide exciting and cutting edge education options for all students. In 2019-20 all middle schools will continue to offer Accelerated Math and CTE exploratory courses and will introduce Honors courses in Science, English and Social Studies.

The next few pages highlight the goals, actions and expenditures related to the LCAP document for 2019-20 school year.

Goal 1: Conditions of Learning: All students are provided appropriately assigned and **credentialed** teachers, teachers/students will have access to standards aligned materials in all content areas leading to High School Readiness by grade 8, students will have access to instructional technology, and school facilities will be in good repair.

Actions		Budgeted Expenses
1. Hire and retain highly qualified staff	a. Additional certificated FTEs to lower TK-3rd to 24:1 ratio	\$4,694,178 LCFF
	b. Maintain Induction Program Reflective Coach (IPRC)	\$128,464, Title II
	c. Stipends for site CTI support teachers	\$60,500 LCFF
	d. CTI Contract with RCOE	\$61,000 LCFF
2. Provide CCSS aligned instructional materials	a. Continue to pilot NGSS materials and provide supplies	\$5,000 IMF
	b. Dual Immersion curriculum (DI Maravillas for elementary)	\$2,100 IMF
	c. Provide Social Studies curriculum for grades 6-8 (DBQ)	\$7,500 IMF
	d. Provide ERWC (6-8) as ELA- materials and training	\$ 0.00 (in Goal 2.1a)
	e. Provide online licenses for MTSS math (K-8)	\$8,500 LCFF
	f. Follet- Destiny System for Library Inventory system	0.00 (already in Goal 2.1e)
3. Provide technology infrastructure and equipment	a. Purchase computers/chromebooks to maintain and upgrade technology in the classroom and maintain Operating Systems and licenses	\$870,000 LCFF/ Title I
	b. Continue to maintain current Information Technology (IT) staff to maintain technology and databases	\$1,001,129 LCFF
	c. Continue to support expansion of programs within AESD Virtual Academy and provide technology and online resources as needed. (Edgenuity, CANVAs and ACCELUS)	0.00(in Goal 3.6)
	d. Continue to provide technology training to increase teacher validation through technology badges.	\$1,636 Title I Funds
4. Maintain facilities in good repair	a. Continue projects for safety and maintain professional/consulting services	\$500,000 (R&R Maintenance)
	b. Maintain schools and facilities in a clean and safe condition for students and families.	\$2,300,000 LCFF

Goal 2: Pupil Outcomes: Student achievement will increase in ELA, Math, Science, and Social Studies/History, with a focus on closing the achievement gap for struggling students.

Actions		Budgeted Expenses
1. MTSS intervention support	a. Academics – intervention curriculum and/or programs (Lexia, Phonics for Reading, Renaissance, Rewards, ESGI etc.) Continue to provide support to kindergarten teachers with the use of ESGI for ongoing assessment assessment	\$205,500 LCFF
	b. Enrichment and intervention elective teachers at the middle school (MTSS sections)	\$1,563,000 LCFF
	c. Data analysis and monitoring programs - use of EADMS/IO as our assessment system for building out and implementation of teacher made common formative assessments and data analysis.	\$46,000 LCFF
	d. Behavior Support – PBIS support and professional development, (CAHELP contract)	\$76,500 LCFF
	e. Follett-Destiny System for Library Inventory	\$ 28,000 LCFF
	f. Continue with middle school counselors	\$617,000 LCFF/Title I
	g. Continue with Coordinators of Curriculum support subject area expertise and site training with all core content and electives	\$436,000LCFF/Title I & II
	h. Continue with Assistant Administrators of Instructional Improvement and Academic Coaching at each school site to support site level trainings and instructional oversight	\$1,755,000 LCFF/ Title I
	i. Continue with Special Education paraprofessionals	\$1,880,900 LCFF
	j. Continue to fund training for restorative practices for teachers counselors and administrators.	\$15,145 Title IV
2. Enrichment opportunities	a. Continue STEM and STEAM Academy (PLTW)	\$75,399 LCFF
	b. Continue VAPA Magnet (1 VAPA teachers)	\$85,000 LCFF
	c. Continue AVID for 6 schools and training for teachers	\$35,000 LCFF
	d. Maintain 3 Itinerant Music and 2 Itinerant Art teachers	\$472,990 LCFF
	e. Increase field trip opportunities for each school to visit colleges and other industries or employment sites as part of our District's goal of College and Career readiness & GATE	\$4500 Title I Funds
	f. Provide after school tutoring and other service at each of the school sites using district assigned curriculum.	\$53977 Title IV
	g. Continue GATE services to support acceleration	\$12,000 LCFF
	h. Provide CTE training and support for all middle schools	\$20,000 Title I Funds

3. Professional Development for Staff	a. Training in Common Core State Standards in ELA, Math and CFAs (1 day for spring PD and rest for Sub days)	\$239,529 LCFF/LPSBG
	b. Training in NGSS and Social Studies/ DBQ project	\$48,805 LCFF/ LPSBG
	c. Academic and Behavior Intervention- PBIS, Restorative Practices (SEL curriculum and PBIS and anti bullying)	\$67,058 Title IV Funds
	d. Data analysis and Data-driven instruction – time for data chats at each of the school sites (give Title II to sites)	\$90,871 Title II Funds
	e. CTE teacher training	\$10,000 Title I Funds
	f. Accelerated Math teacher training along with time for honors teachers to collaborate	\$10,000 LCFF/ LPSBG
	g. ERWC teacher training for those who have not been trained and a review for others	\$30,291 LPSBG
	h. Training for special education teachers and paraprofessionals and content areas	\$4900 special ed funds
	i. Training for EL teachers on Ellevation and teaching strategies	\$10,000 LPSBG
	j. Continue ACE training with after school.options and sub time	\$10,000 LPSBG
	k. Focus on Best First practices with admin with Research	\$ 10,500 LPSBG
	l. Introduce administrator support with leadership growth-Coaching Language, PLC time with data coaches	\$ 10,500 LPSBG
	m. Focus on Elementary Grades GO Math strategies	0.00 (part of 3 a above)
4. EL Progression toward proficiency	a. Supplemental instructional materials for ELD as needed	\$10,000 LCFF
	b. Continue with programs to monitor EL students-purchase Elevation for monitoring	\$49,000 Title III Funds
	c. Continue with EL Coordinator at each site	\$120,000 LCFF
	d. Continue with Clerk for EL programs and compliance	\$46,000 LCFF
	e. CABE conference for Staff and Parents	\$20,000 Title III Funds
5. Support for Foster Youth	a. Continue with two foster youth counselors	\$196,575 LCFF /Title I/ ASES
	b. Professional Development - Restorative Justice Practices & Trauma Informed Behaviors	\$15,000 LCFF
	c. Provide before or after school tutoring at each site	\$0 (covered in goal 2c)
	d. Provide opportunities for increased family engagement for foster youth and families	\$10,000 Title I Funds

6. Special education student progress towards proficiency	a. Supplemental instructional materials training	\$ 5750 special ed funds
	b. Continue with paraprofessional training	\$14,000 special ed funds
	c. Continue to provide district special education coordinators to monitor special education student programs	\$286,370 special ed funds
	d. Continue to provide speech through Presence Learning.	\$600,000 special ed funds
	e. Continue professional development for district/ site admin	\$5,000 special ed funds
	f. Provide transportation for students with IEPs	\$2,000,000 LCFF
	g. Continue to provide Reliable Nursing services	\$250,000 special ed funds
	h. Provide monthly collaboration for teachers	\$10,000 special ed funds
	i. Continue support for Speech Interns	\$45,000 special ed funds

Goal 3: Engagement: Increase student engagement by providing a safe school environment which fosters increased communication between home and school, encourages parent and community involvement, and focuses on improving the school climate for all students.

Actions		Budgeted Expenses
1. Promote Attendance and reduce chronic absenteeism:	a. Maintain the Clerk for Attendance (SARB letters, Saturday School, state compliance items)	\$64,719 LCFF
	b. Continue with School Attendance Officer (Focus on Homeless and Foster Youth)	\$77,168 LCFF
	c. Continue Saturday School program support for lost instruction due to absences	\$107,000 LCFF
	d. Continue with Busing Transportation (Focus on Homeless and Foster Youth)	\$2,000,000 LCFF
	e. Continue with Health Clerks for school sites	\$131,469 LCFF
	f. Continue District attendance/ academic awards	\$10,000 LCFF
	g. Continue with the Family Resource Liaison position to support home visits	\$42,376 Title I /ASES Funds
2. Promote school safety	a. Continue with Campus Security	\$945,028 LCFF
	b. Continue with Crossing Guards	\$200,000 LCFF
	c. Continue with Proctor to Student ratio of 100:1	\$635,812 LCFF
	d. Gate duty for 20% of FTE per school	\$114,215 LCFF
	e. Continue -one probation officer at each MS site	\$97,500 LCFF

3. Promote School and District connectedness	a. Continue with Library Media Personnel	\$603,000 LCFF/Title I
	b. Professional development for Management, Certificated, and Classified regarding organizational wellness and building a positive school culture	\$40,000 LCFF
	c. Each school will receive money to use towards continuing with their school focus	\$270,000 LCFF
	d. Provide assemblies and workshops for social emotional and student access to units of studies in SEL	\$30,000 Title IV Funds
4. Decrease suspension district-wide	a. Professional Development to Staff on Alternative Means of Correction, De-escalation, PBIS, Restorative	\$0.00 (covered in goal3B),
	b. Research and pilot Social and emotional learning	\$5,000 LCFF
	c. CPI for all administrators and all teacher leader groups	\$15,000 Title II Funds
	d. Equity training for administrators (Generation Ready)	\$15,000 Title I Funds
	e. Trauma Informed Training and support for staff	\$10,000 Title I Funds
	f. Anti-bullying training at all sites	\$10,000 Title I Funds
	g. Continue to provide mindfulness at the campuses	\$ 0.00 (paid by sites)
5. Promote and expand parent and family participation in parent programs	a. Continue Fingerprinting for approval as Board approved District Parent Volunteers	\$15,000 LCFF
	b. Continue Family Engagement Center and increase class offerings and maintain the family Liaison position	\$59,000 Title I Funds
	c. Continue with two District Translators and continue with Bilingual translation/interpretation at sites	\$147,000 LCFF
	d. Continue with Community Resource Fair/ Thanksgiving Feast to support Homeless and Foster families	\$3,150 LCFF
6. Continue the Adelanto Virtual Academy to serve students who are experiencing lack of success in traditional school setting:	a. Teachers (3)	\$356,000 Title I Funds
	b. supplies	\$5,000 Title I Funds
	c. Online and virtual curriculum (Edgenuity- accelus)	\$25,000 Title I Funds
	d. Virtual management system (CANVAS)	\$7,700 LPSBG

State Priorities (Addressed in the LCAP)

The LCAP groups the eight state priorities into three categories:

Conditions of learning:

1. Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities.
2. Implementation of the Common Core Curriculum State Standards for all students.
3. Access to a broad course of study and programs for high-needs and exceptional students: One measure will be levels of enrollment in all required courses for admittance to a 4-year state university.

Pupil outcomes:

4. Student achievement as measured by performance on standardized tests, the Academic Performance Index, the proportion of students who are "college and career ready," the percentage of English learners who are reclassified as fluent in English, the share of high school students who pass Advanced Placement course exams with a score of at least a 3 out of 5, and other measures.
5. Other student outcomes as measured by performance in other required areas of study such as physical education and the arts. Other forms of assessments, such as SAT or ACT college entrance examination scores of high school students could also be included.

Engagement:

6. Student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance.
7. Parent involvement as measured by the extent to which parents participate in key school decisions.
8. School climate as measured by suspension and expulsion rates, and other measures as defined by local school district