



Local Control Accountability Plan

*Fallbrook Union Elementary School District
2018-19 LCAP Executive Summary*

FUESD GOVERNING BOARD

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REQUIRED EIGHT STATE PRIORITIES

CONDITIONS OF LEARNING

1. Provide all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities
2. Effective implementation of the California State Standards in all subjects
3. Ensure all students have access to classes that prepare them for college and career, regardless of what school they attend or where they live

PUPIL OUTCOMES

4. Improve student academic achievement, English proficiency, and college/career preparedness
5. Measure other student outcomes related to required areas of study, including physical education

ENGAGEMENT

6. Parent involvement to engage the community in the decision-making process and the educational program of students
7. Support student engagement in school
8. Highlight school climate and connectedness

The LCAP works hand in hand with the California Local Control Funding Formula. FUESD will continue to engage students, parents, employees, and the community to establish and monitor the plan. The District's LCAP describes our vision for student learning, annual goals and actions. The LCAP will also describe how the District's budget will achieve the goals.

The LCAP includes goals for all students, as well as for the District's significant subgroups. The FUESD subgroups are:

- English Learners
- Low-income students
- Foster youth

These student subgroups, or unduplicated students, generate an additional \$7,663,738 in funding in 2018-19 to provide improved and increased programs and services to close the achievement gap.



WHAT ARE THE DISTRICT'S FOUR GOALS?

GOAL 1

Provide and support a relevant and rigorous curriculum based on the California State Standards to maximize student progress and achievement

GOAL 2

Implement a Broad Course of Study that meets student needs and interests, and prepares them for college and career

GOAL 3

Create and maintain optimum learning environments for students and staff

GOAL 4

Build highly effective and relevant community partnerships to increase student achievement and engagement in school

Would you like to know more about the FUESD Local Control and Accountability Plan? Go to www.fuesd.org. You can access the approved District 2018-19 LCAP, the *LCAP Coffee and Conversation with the Principal* presentation, and feedback from each of the school sessions. LCAP Coffee and Conversations with the Principal will be held at all FUESD schools in 2018-19.



How did the Fallbrook Union Elementary School District engage staff, parents and the community in the development of the Local Control and Accountability Plan (LCAP)?

An LCAP Coffee and Conversation with the Principal was held at each of the District's eight schools between December and April, 2017-18. The principal and a member of the FUESD Educational Services Department facilitated the sessions. Parents and community members provided feedback and gave their insights and opinions about the FUESD instructional program in relation to the state's eight priority areas. The District also engaged DELAC/ DAC, the Fallbrook Elementary Teachers Association (FETA), and California School Employees Association (CSEA) to review the plan and make recommendations to further improve programs and services for unduplicated students. A Public Hearing was held on June 4, and the FUESD Governing Board approved the plan on June 18, 2018.

How did these consultations impact the LCAP for the upcoming year?

- Continue investment in STEM, 1:1 mobile technology, student and adult leadership, and behavioral intervention
- Improve digital & traditional curricular materials in the core subjects
- Increase staffing to support the unique academic and social needs of our unduplicated students



LCAP Basics

The LCAP is an approved three-year plan. The FUESD plan is organized as follows:

Plan Summary: pp. 1-6

Annual Update, pp. 7-40

Stakeholder Engagement, pp. 41-43

Goals, Actions, & Services, pp. 44-91

Demonstration of Improved or Increased

Services for Unduplicated Students: pp. 92-96

Listed below are each of the four goals in the Fallbrook Union Elementary School District's LCAP, a brief description of continuing actions to improve programs and services for students, and what new or revised actions are planned for 2018-19.



Goal 1: STANDARDS AND ACHIEVEMENT
CONTINUING

- Teacher planning and preparation time
- Professional development to increase reading comprehension (4-8) and writing (K-3)
- Student access to 1:1 mobile technology (4-8)
- Standards-aligned, personalized curricula
- Digital techbooks in Math, Science and H/SS
- (4) STEM Leader Corps Teachers at each school
- GEAR UP Grant; college & career readiness, PJH

NEW OR REVISED

- Site Level TOSAs to support STEM integration
- (1) ELD TOSA and (1) ELD teacher to support our English language learners

FUESD scored "High" (Green) in ELA and Mathematics achievement on the CA Dashboard. Every school will keep their STEM Core4 teachers and a full-time STEM TOSA, who will receive specialized training from Discovery Education. These teachers will co-plan with their grade level and department teams, focusing on conceptual math, new science standards (NGSS), and effective integration of technology. All students will have digital techbooks in Science (K-8), Math (6-8), and History/Social Studies (6-8). Professional development to further support students in reading and writing is also planned. The GEAR UP Grant at Potter Jr. High will improve academic preparedness for high school. Major continuing actions and services include teacher planning time and 1:1 mobile technology in Grades 4-8.



Goal 2: BROAD COURSE OF STUDY
CONTINUING

- Grades K-6 Physical Education (taught by credentialed P.E. teachers)
- Dual Immersion, Maie Ellis Elementary School
- Environmental Science, Outdoor Education, DeLuz Ecology Center
- Personalized learning: K-6 Innovation Labs, 1:1 mobile technology (4-8), Thrively
- STEMformation School Fallbrook Street
- GEAR UP Grant, PJH for College & Career Readiness

NEW OR REVISED

- Comprehensive 3- year mobile technology refresh plan to include the addition of 3rd grade districtwide and K-1 at FSS

All students in Grades TK-6 have 200 minutes of high quality physical education taught by a credentialed P.E. teacher. Robotics, Elements of Art Design, and Digital Literacy/Coding, Band and Choral Music continue to be part of middle school electives. Students have access to dual language immersion in grades K – 6 at Maie Ellis and a language pathway at Potter Jr. High, focused on Spanish Language Arts, History/Social Studies and CANGSS Science. Fallbrook Street School will continue its partnership with Discovery Education and the development of their STEM Magnet School.



Goal 3: OPTIMUM LEARNING/WORKING ENVIRONMENTS CONTINUING

- Enhanced school lunch program (locally grown, organic products, scratch cooking)
- Administrator, counselor, and staff engagement to reduce chronic absenteeism
 - Administrator and staff training
- Improved behavioral intervention and restorative discipline practices

NEW OR REVISED

- Provide a districtwide Behavior Specialist, part-time counselors, and full-time Assistant Principals at each of our sites to support students needing behavior intervention

FUESD continues to meet or exceed state targets for class size reduction in Grades TK-3, with all schools at or near 24:1. All eight schools have achieved *Leader in Me* Lighthouse certification, resulting in FUESD being the only district in the Country to achieve this status. Average daily attendance continues to be 96% districtwide. Parents reporting school as a safe place increased from 97% to 98%. All schools provided STEM and digital citizenship sessions for parents. FUESD continues to partner with *San Diego Live Well*, and participates in California Thursday every week. A districtwide Behavior Specialist, site counselors and full-time Assistant Principals will support our most at-risk students.



Goal 4: FAMILY & COMMUNITY PARTNERSHIPS CONTINUING

- Increased digital and internet access for parents in common areas at all schools
- Improved opportunities for English classes for parents of ELs
- Increased site-based parent education in STEM, PIQE, and the *Leader in Me*

NEW OR REVISED

- Improve district and school communication to include effective use of Peachjar digital communication, social media and up-to-date websites
- Enhance parent outreach and education events