

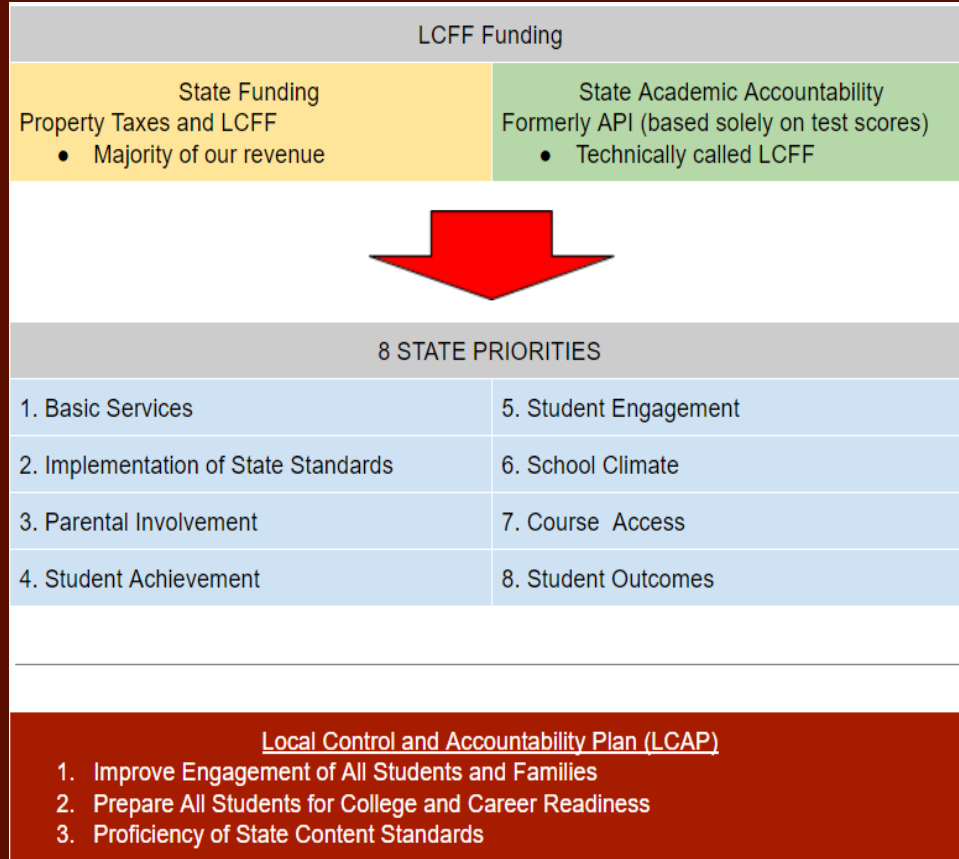


Fallbrook Union High School District

Learning Continuity and Attendance Plan Recommendations

Emily Toone
Director of Education Services

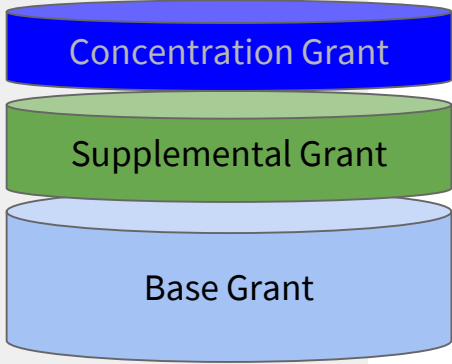
Local Control Funding Formula (LCFF)



LCFF Funding

- Priority Groups
- English Learners
 - Low Income
 - Homeless/Foster

Average Daily Attendance →



Additional 50% funding for the % of students in priority groups beyond 55%

$0.5 \times 9,572 = 4,786$

Additional 20% funding for each student in a priority group

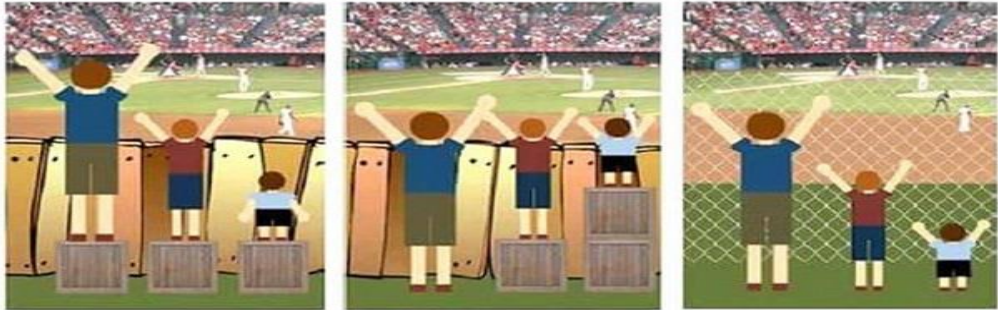
$0.20 \times 9,572 = 1,914.40$

Base allotment is \$9,572 per student

\$9,572

Base allotment is \$9,572 per student 2020-2021

\$16,272.00



LCFF S/C funds *must* be used to “increase or improve services” for priority group students “in proportion to” the extra funding they generate

Strengths

- College and Career Indicator Improvements
 - Largely due to accolades such as the Seal of Biliteracy, the Golden State Seal, CTE pathway participation etc...
- Graduation rates are up
- EL Graduation rate went up from orange to green
- Students with Disabilities went up in the College and Career Readiness Indicator due to pathways
- More facetime with counselors
- Low suspension rate at Ivy and Oasis

Needs

- We need ways to support students (Advisory? Counselor contract?)
- We need to create a better testing culture.
- We need to address Ds and Fs
- We need to support students in ELA and math especially English learners and students with disabilities.
- More correlative data (grad rate vs. math/ela classes vs. proficiency - college & career readiness & subject proficiencies - Goal 2 and 3)
- SWD Supports
- Math and ELA scores are down
 - ELs went down in math from orange to red and decreased in ELA by 22 points
- Literacy Support ELA classes?
- LTELs need more support
- Support co-teaching model (Data/Goal 2 and 3)
- Suspensions went up across the board and ELs and SWD in red put us in DA - MTSS - Systems for Support?

LCP 101: Senate Bill 98 and California Education Code Section 43509

- SB 98 established that the LCAP and an annual update to the LCAP are not required for the 2020–21 school year. The legislation requires that the Budget Overview for Parents be developed and adopted by December 15, 2020.
- LEAs must adopt their Learning Continuity Plans by September 30, 2020.
- LEAs must present the Learning Continuity Plan to the Parent Advisory Committee and English Learner Advisory Committee, as applicable, in separate meetings, for review and comment. School district and county office of education (COE) superintendents must respond in writing to comments received from these committees.
- Throughout the Plan development and stakeholder feedback process, LEAs must provide options for remote participation in the public hearings and include efforts to solicit feedback and to reach pupils, families, educators, and other stakeholders who do not have internet access, or who speak languages other than English.

Goal 1: Improve engagement for all students and families

2019-2020 LCAP

- ~~1. Continue small learning community model at Fallbrook High School~~
- ~~2. Continue funding 2 additional academic counselors~~
- ~~3. Fund 3 TOSA periods to facilitate small school lead teachers~~
4. Implement research based programs, including but not limited to AVID
5. Hire part time college students to serve as tutors in AVID Tutorial
6. Increase from part time to full time classified position to monitor and address student attendance
- ~~7. Contract with San Diego State University~~
8. Implement restorative justice activities
9. Purchase AERIES
10. Fulltime Bilingual Parent Liaison
11. Establish Parent Center at Fallbrook High School
12. CSI Technical Coordinator
13. CSI Task Force Coordinator

2020-2021 LCAP/LCP

1. Continue funding 1 academic counselor
2. Implement research based programs, including AVID, ROTC, Academic Youth Development, Pre-AP, and Intro to Data Science
3. Hire part time college students to serve as tutors in AVID
- 4. Hire a part time Attendance and Chronic Absenteeism Coordinator**
- 5. Provide cultural awareness training**
- 6. Provide Trauma Informed Practices training**
7. Purchase aeries analytics, **School City**, and train administration to use programs effectively
8. Full-time bilingual parent liaison
- 9. Full-time bilingual outreach specialist**
10. Continue Parent Center at Fallbrook High School
11. CSI Ivy High School Interventions such as a **social worker**, Women Wonder Writers, Boys to Men, smaller class sizes in English
12. CSI Task Force Coordinator

Goal 2: Prepare all Students for College and Career

2019-2020 LCAP

1. Implement additional STEM based four-year CTE pathways
2. Offer a minimum of two dual enrollment courses with Palomar College
- ~~3. Relocate and upgrade College Center~~
4. Upgrade and refurbish school library
5. Create, implement and monitor college readiness milestones
6. Offer comprehensive SAT/ACT preparation courses
7. Administer PSAT to all students in grades 9, 10 and 11
8. Provide professional development to academic and college counselors
9. Saturday Academy
10. Increase number and variety of after school enrichment courses
11. Increase number and variety of courses to address academic needs
- ~~12. Increase the number and percentage of A-G approved courses by collaborating with U.C. Berkeley~~
13. Introduction/implementation of the International Baccalaureate Diploma Programme
14. Introduction/implementation of a Dual Immersion

2020-2021 LCAP/LCP

1. Implement additional STEM based four-year CTE pathways
2. Offer a minimum of two dual enrollment courses with Palomar College
3. Continue to pay for overdrive
4. Continue College Readiness Committee
5. Offer comprehensive SAT/ACT preparation courses
6. Administer PSAT to 11th grade students. Possibly resume in 2021-2022
7. Provide professional development to academic and college counselors
8. Saturday Academy
9. Increase number and variety of after school enrichment courses, **including Encuentros** - Warrior Way
10. Increase number and variety of courses to address academic needs - Summer School
11. Continue the implementation of the International Baccalaureate Diploma Programme
12. Continue implementation of the Dual Immersion Program

Goal 3: All students demonstrate proficiency on state content standards

2019-2020 LCAP

- ~~1. Hire full time ELD Coordinator~~
2. Hire bilingual paraprofessionals (3 full time and 4 part time) to help EL students
3. Hire college students (6 part time) to facilitate AVID style Tutorials in ELD classes
4. Limit to 20 the number of students enrolled ELD classes resulting in a 20:1
- ~~5. PD for core department teachers~~
6. PD for ELD department teachers to increase proficiency of new ELD Standards
7. TOSA period to monitor and support EL 3 (Expanding) and 4 (Early bridging) students in core classes
8. Strategically group ELD 1 (Emerging) and 2 (Early Expanding) students in cohorts within core classes
9. PD for all teachers regarding the ELD standards and needs of ELD students
- ~~10. Provide 4 additional professional development days~~
- ~~11. PD related to increasing the number and quality of student to student interactions~~
12. PD related to understanding the new Academic Standards (CCSS, NGSS and ELD) and the development of updated curriculums
13. Implement technology pilot plan that includes distributing Chromebooks
14. Introduction/implementation of Integrated Math Pathway
- ~~15. Establishment of a Data Coordinator position~~
16. Update curriculum and resources

2020-2021 LCAP/LCP

1. Hire bilingual paraprofessionals (2 full time and 9 part time) to help EL students
2. Hire college students (6 part time) to facilitate AVID style Tutorials in ELD classes
3. PD for new teachers to increase proficiency of new ELD Standards and ELL strategies
4. TOSA period to monitor and support EL 3 (Expanding) and 4 (Early bridging) students in core classes
5. PD related to systemic backwards mapping from the CAASPP and Academic Standards (CCSS, NGSS and ELD) to facilitate development of updated curriculums, systemic assessments and data reflection to inform instruction and curriculum.
6. Implement technology pilot plan that includes distributing Chromebooks and utilizing Instructional Technology coaches to increase teacher capacity
7. Update curriculum and resources principally directed towards English learners, socioeconomically disadvantaged, students with disabilities, and foster youth.

Additional Learning Loss Mitigation Funds and CAREs funds

Learning Loss Mitigation Funds \$1,551,292.00 and \$197,009.00

1. English Language Development Resources: ESL Library
2. World Language Digital Resources
3. VAPA Resources: Art Kits, CLI Choreography, Music First Curriculum
4. CTE Resources: ICEV Ag Curriculum, Auto UpKeep Academy Curriculum, Culinary Resource Guide Curriculum, Floral Kits, Go-Pro Cameras
5. Science Resources: Online Lab Resources/Gizmos, Pivot Interactives, Viziscience, Peardeck, Edpuzzle, laptops, digital textbooks
6. English Language Arts Resources: Actively Learn Online Curriculum, Flocabulary
7. Math Resources: Peardeck, laptops and WebCams
8. PE and Athletic Resources: Additional materials and items to diminish sharing of items
9. Social Science Resources: Additional digital curriculum resources, laptops, webcams, document cameras
10. 180 Hotspots
11. Chromebooks for Teachers and Paras
12. 120 auto tracking cameras or Jigabots
13. Blocks
14. Online Learning Partners

CARES and GEER \$135,703.00 and \$342,312.00

1. Private School Equitable Share
2. Protective gear: plexiglass barriers, cloth and disposable masks, no-touch thermometers, handwashing stations, cleaning products, hand sanitizer
3. Indoor and outdoor wiring and drops for wireless access
4. Frontline absence management system
5. Additional desks and classroom materials to allow for physical distancing
6. Computer towers
7. Microphones
8. Zoom
9. Interpretation Services
10. Staff Safety Training
11. Parent and Student Education Training
12. Virtual Peer Tutoring
13. Switcher for live streaming events

County Recommendations

Mental Health and Social and Emotional Well-Being Recommendation:

Explain how the LEA will monitor and support mental health and social-emotional well-being of staff.

Budget Recommendation:

The total cost of actions exceed the total amount of the district's budget General Fund expenditures. Please update action costs accordingly.

Mental Health and Social and Emotional Well-Being Actions:

Incorporate social emotional support and coping skills during staff meetings

Budget Action:

Due to human error and an oversight the general fund expenditures were reflected incorrectly and have been updated to reflect the correct amount. Total actions reflect the correct budget.