

Pacifica School District 2016-2017 Local Control & Accountability Plan Goals & Actions Summary

GOAL:	Goal 1: Provide all students with access to fully credentialed teachers and well-trained staff, instructional materials that align to the state standards, and safe facilities that are conducive for learning. (Conditions for Learning)	Related State Priorities: 1-Basic Services 2-Implementation of State Standards 7-Course Access
Identified Need :	Students will receive a stronger educational program with: <ul style="list-style-type: none">• The recruitment and retainment of fully credentialed staff• Limited attrition of qualified staff• State standards and ELD aligned instruction and instructional materials• A well maintained, safe & clean learning environment that supports 21st Century learning	
LCAP Year: 2016-17		
Expected Annual Measurable Outcomes:	1.A. Maintain a District average of at least 80% overall rating on the Facility Inspection Tool (FIT) scores 1.B. At least 95% of District teachers and administrators will meet all credentialing requirements necessary for their positions 1.C. Improve levels of implementation of State Standards in ELA and Math as measured through the use of an Academic Program Survey (APS) administered to teachers -administered every other year 1.D. 100% of enrolled students will have access to all required areas of study as measured by the number of Uniform Complaint filings	
Targeted Actions/Services		Targeted Actions/Services
1.1 Monitor recruiting/retention efforts, especially for hard to fill positions a. Participate in job fairs – PSD HR department will attend various job fairs at universities in the Bay Area to recruit candidates for posted job openings in the district, emphasizing hard to fill positions b. Monitor attrition of staff – PSD HR department will conduct exit interviews to ensure knowledge of the reasons employees leave the district c. Study competitive total compensation packages – PSD HR department will work with SMCOE in monitoring compensation packages of other districts for comparison purposes \$1,500 LCFF-Base		1.3 Provide BTSA for all teachers needing the training Contract with SMCOE to provide BTSA service to identified employees \$75,000 Parcel Tax 1.4 Provide support to new, pre-credentialed, and veteran teachers in new positions District and site administration will work with teachers to develop a plan for teacher induction and support that includes peer mentoring \$5,000 Parcel Tax 1.5 Provide support to new classified staff District HR department will work with technology staff to produce introductory and training videos for classified positions \$2,000 Mandated Claims
1.2 Monitor credential status of certificated staff a. Continue to monitor the SMCOE credential status report given annually and provide support to PSD certificated staff who are working to meet requirements b. Monitor teachers’ credential status ensuring all hold a CLAD, BCLAD or equivalent certification and provide the needed support to staff who are working to meet requirements \$500 Title II		1.6 Provide support to new administrators Each new administrator will be provided with professional development and/or coaching \$10,000 Title II 1.7 Implement staff recognition activities PSD HR department will continue to communicate SMCOE, CTA, LSEA, CSEA and statewide opportunities for staff recognition to stakeholders and implement internal recognition activities \$4,000 LCFF-Base

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1.8 Procure quality State Standards-aligned materials

- a. Continue with budget plan for purchasing leveled readers for classroom libraries and teacher support materials to implement the Balanced Literacy program for ELA ***\$10,000 Lottery***
- b. Continue to purchase appropriate supplemental TK-8 ELD materials to support teaching of ELD standards ***\$15,000 Lottery***
- c. Realign gr. 6-8 science to reflect NGSS science, ELA Anchor Standards, ELD Standards and develop a curriculum map ***\$2,000 LCFF-Base***
- d. Research and purchase instructional materials to support the current adopted materials in alignment with the NGSS gr.6-8 and explore tools for K-5 ***\$12,000 LCFF-Base***
- e. Research and purchase or develop supplemental instructional materials to align the current adopted materials with the NGSS gr. 6-8 that support the integration of ELD Standards ***\$2,000 LCFF-Base***
- f. Research and begin to develop the PSD Social Science Plan to reflect the draft CDE Framework, ELA Anchor Standards and ELD Standards ***\$2,000 LCFF-Base***

1.9 Develop tools to measure implementation of ELA, ELD, and math state standards

District and site administration will work with teachers to develop surveys and/or observation tools for collecting evidence of state standards implementation
\$500 LCFF-Base

1.10 Continue to support school libraries

- a. Research a structure for providing regular funding for materials purchasing ***\$35,000 Parcel Tax***
- b. Employ a Library Media Clerk, 4 hours per day, at each school ***\$140,000 Parcel Tax***
- c. Monitor and evaluate support to school libraries ***\$8,000 Parcel Tax***

1.11 Fund deferred maintenance

- a. Allocate funds to the deferred maintenance fund for completing work orders and performing preventative maintenance
- b. Explore increasing annual contribution to this fund
\$240,000 LCFF-Base

1.12 Develop a Facilities Master Plan and prioritize recommendations to:

- a. Address issues of safety and security
 - b. Apply environmental impact focus
 - c. Enhance our learning environment, as prioritized by input from stakeholders (e.g. water fountains/refill stations, flexible furniture)
 - d. Support a 21st C learning environment
 - Purchase technology: Prioritize and implement Technology Guiding Document recommendations
 - Improve infrastructure consistent with District planning: Plan for replacing phone/public address systems as part of infrastructure upgrades
- \$500 LCFF-Base for planning, \$600,000 Capital Outlay for technology & phone system***

Goal 1 Total = \$1,165,000

LCFF-Base	Title II	Parcel Tax	Mand. Claim	Lottery	Capital Outlay
\$264,500	\$10,500	\$263,000	\$2,000	\$25,000	\$600,000

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GOAL:	Goal 2: Support all students in reaching their academic potential by providing engaging coursework across all core subject areas – English language arts/English language development, math, science, social science, physical education, and health. (Pupil Outcomes)	Related State Priorities: 4-Pupil Achievement 8-Other Pupil Outcomes
Identified Need :	Students will receive a stronger educational program with: <ul style="list-style-type: none">Intervention options for students who are below grade level, including subgroupsLong-term EL students receiving instructional interventionMonitoring of pupil outcomes for broad course of study	
LCAP Year: 2016-17		
Expected Annual Measurable Outcomes:	2.A. Decrease by 10% the # of students that do not make expected progress on CELDT as measured by the Title III Accountability Report, Annual Measurable Achievement Objective (AMAO) 1 2.B. Decrease by 10% the # of students that remain EL beyond their 6 th year in a US school 2.C. Decrease by 10% the # of students performing below grade level at 5 th & 8 th grade as measured by State assessments (SBAC Math & ELA; Physical Fitness 5 th & 7 th ; CST Science 5 th grade) (overall and disaggregated by ethnicity, economic status) 2.D. Decrease by 10% the # of students reading below grade level at 3 rd grade as measured by the DRA2 reading assessment (overall and disaggregated by ethnicity, economic status)	
Targeted Actions/Services		Targeted Actions/Services
2.1 Provide professional development (PD) to educational staff that supports the implementation of State Standards		c. Educational Technology <ul style="list-style-type: none">Provide professional development on using technology, including data analysis on Illuminate, and empower teachers to use technology to support the needs of ELs and low-SED students \$10,000 Title IIContinue to provide Innovation Lead Teacher Stipends at each school \$21,000 LCFF-Supp
a. Math <ul style="list-style-type: none">Continue TK-8 State Standards Math PD that supports ELD standards and use of formative assessments to meet the needs of underperforming students \$129,000 EEBGContinue to employ a STEM Specialist with a focus on meeting the needs of special populations and provide Math Lead Teachers Stipends at each school \$121,000 LCFF-Supp		d. Other Areas <ul style="list-style-type: none">Continue to provide professional development opportunities in the other core subject areas – social science, science, physical education, and health \$35,000 EEBG&\$10,000 Title IIInvestigate ways to increase funds available for teachers to pursue individual PD opportunities \$10,000 Title II
b. ELA/ELD <ul style="list-style-type: none">Continue to provide PD for TK-8 Balanced Literacy that reflects and supports the ELA/ELD frameworks and the use of formative assessments to meet the needs of underperforming students \$70,000 EEBGContinue to provide TK-8 ELD professional learning opportunities based on identified needs \$5,000 Title IIContinue to employ Humanities Specialists with a focus on ELD, provide Humanities Lead Teacher Stipends at each school, a District ELD Lead Teacher Stipend, and an ELD Lead Teacher Stipend at Sunset Ridge \$178,000 LCFF-Supp		2.2 Maximize teacher collaboration time Provide teachers with 2 release days (or equivalent paid) collaboration time to incorporate learning from PD \$45,000 Mandated Claims
		2.3 Increase teacher preparation time <ul style="list-style-type: none">Provide all 4th & 5th grade teachers with at least one prep period per week with a .8 FTE District Music TeacherContinue to seek ways to support provision of prep time for teachers K-5 (PE, music, art) \$70,000 PEF

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<p>2.4 Employ Illuminate for formative assessment data and communicating student achievement levels year-to-year</p> <p>a. Utilize ADEPT for monitoring EL students' progress toward English proficiency and provide support in using data to inform practice</p> <p>b. Monitor state assessment data and DRA2 assessment data in all grade levels to track progress toward metrics</p> <p><i>\$18,000 LCFF-Base</i></p>	<p>2.7 Research and implement interventions for underperforming students and unduplicated subgroups, and support staff in implementing innovative practices that support 21st C learning with the added focus of meeting the needs of unduplicated subgroups</p> <p>Employ a Teacher on Special Assignment to serve as Access, Equity, and Innovation Specialist to work with schools to:</p> <p>a. Improve, enhance, and monitor the effectiveness of intervention programs and approaches, and to expand the use of proven interventions</p> <p>b. Support staff with implementation on innovative practices and use of technology to enhance learning as part of the implementation of the Library/Media/Technology Plan</p> <p><i>\$100,000 LCFF-Supp</i></p>
<p>2.5 Provide resources to principals so they are better able to emphasize their role as instructional leaders</p> <p>a. Employ additional counseling support at each school site to work primarily with the students that generate supplemental funds and their families <i>\$75,000 Mental Health & \$10,000 LCFF-Base</i></p> <p>b. Employ a full-time assistant principal at Sunset Ridge whose emphasis will be on instruction, data-analysis, and social-emotional support to support the needs of ELs and SED students <i>\$140,000 LCFF-Supp</i></p> <p>c. Employ a half-time vice principal, whose emphasis will be on instruction, data-analysis, and social-emotional support for targeted populations, at Cabrillo, Ocean Shore, Ortega, and Vallemar <i>\$210,000 LCFF-Supp</i></p>	<p>2.8 Monitor implementation of Health and Physical Education curriculum plans and work to strengthen instruction for students in these areas</p> <p>Develop a process to review curriculum plans that includes the Health Education and Physical Education Plans</p> <p><i>\$500 LCFF-Base</i></p> <p>2.9 Provide Early Learning programs</p> <p>a. Employ or contract with an Early Learning Coordinator to coordinate activities</p> <p>b. Provide Kick-Off to Kindergarten for students with limited or no preschool experience, 4 weeks, 3 hours per day, during the summer before entering kindergarten</p> <p>c. Coordinate information sharing opportunities between local preschools and TK-1 PSD programs</p> <p><i>\$50,000 LCFF-Supp</i></p>
<p>2.6 Explore need for supporting the development of student organization and study skills</p> <p>a. Develop survey(s) to determine:</p> <ol style="list-style-type: none"> Teachers' perceptions of successful student organizations skills and what is currently working to meet the needs of students, by grade level When to begin specific teaching of these skills (e.g. grade 4-8) Need for teacher guidelines to highlight grade appropriate organization skills <p>b. Engage a committee (e.g., innovation leads; school climate executive team) to use survey information to develop a plan to support student organization skills</p> <p><i>\$500 LCFF-Base</i></p>	<p>2.10 Explore ways to assist families in securing home internet for students to be able to access online resources</p> <p>a. Work with Comcast to provide outreach to families that qualify for the Internet Essentials program</p> <p>b. Explore device loaning programs</p> <p><i>\$500 LCFF-Base</i></p> <p>2.11 Provide site based support for students</p> <p>School sites will be given an allocation of \$105 per supplementally funded student to develop site identified and directed targeted interventions that are approved by the School Site Council (SSC) and explained and monitored through annual SPSA reports to the Board of Trustees</p> <p><i>\$90,000 LCFF-Supp</i></p>

Goal 2 Total = \$1,398,500

EEBG	LCFF-Supp	Title II	Mand.Cla	PEF	LCFF-Base	MentHealth
\$234,000	\$910,000	\$35,000	\$45,000	\$70,000	\$29,500	\$75,000

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GOAL:	Goal 3: Enhance student engagement by providing a well-rounded education, a positive and safe school climate, effective character education, and meaningful parent participation opportunities. (Engagement)	Related State Priorities: 3-Parent Involvement 5-Pupil Engagement 6-School Climate	
Identified Need :	Students will receive a stronger educational program with: <ul style="list-style-type: none">• Parent opportunities to be involved in their child’s education• A well-rounded course of study• A positive school environment where they feel a sense of belonging• An expectation that students will interact in a manner that reflects responsible global citizenship• An opportunity for students and families to feel connected to the schools; especially those of supplemental subgroups		
LCAP Year: 2016-17			
Expected Annual Measurable Outcomes:	3.A. Suspension, expulsion, and middle school dropout rates will be maintained or improved (overall and disaggregated by grade, ethnicity, economic status, language proficiency, and disability) 3.B. Chronic absenteeism rates and overall attendance rates will be maintained or improved (overall and disaggregated by grade, ethnicity, economic status, language proficiency, and disability) 3.C. California Healthy Kids Survey scores, over all three areas of the survey, will be maintained or improved (overall and disaggregated by grade and gender) <i>-administered every other year</i> 3.D. Determine a baseline for parent participation in parent-teacher conferences and other opportunities for parent participation as measured by a parent survey. <i>-administered every other year</i> 3.E. Increase the use of online tools for student progress (grades, assignments, attendance) by families by 10% (overall and disaggregated by grade and school)		
Targeted Actions/Services		Targeted Actions/Services	
3.1 Investigate expanding Visual and Performing Arts (VAPA) programming a. Continue exploratory vocal and instrumental music instruction to grades 4 & 5 with a certificated teacher and explore funding lower grade music (see 2.3) b. Continue a comprehensive instrumental band program for grades 6-8 c. Explore expanding VAPA instruction <i>\$200,000 LCFF-Base & \$21,000 PEF</i>		3.3 Provide workshops aimed at educating parents on supporting their children in a 21st C learning environment a. Content specialists work with teachers and parent leaders to develop a series of workshops for parents around the State Standards and 21 st CE b. Consider accessibility for workshop trainings and parent communication options by including child care and food, and utilizing online options such as webinars and You Tube <ul style="list-style-type: none">• Child care and food are provided at parent workshops• Translation services are provided• Materials are posted online <i>\$6,000 LCFF-Base</i>	
3.2 Develop a robust World Language program in Spanish a. Implement a Spanish language Foreign Language in Elementary School (FLES) program at Sunset Ridge <ul style="list-style-type: none">• Invest in program development and implementation <i>\$10,000 LCFF-Supp</i>• Employ teaching staff to provide language instruction beginning in the primary grades <i>\$80,000 LCFF-Supp</i>• Purchase materials to support language instruction <i>\$28,800 LCFF-Supp</i> b. Explore expanding World Language instruction beyond Sunset Ridge <i>\$2,000 LCFF-Base</i>			

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<p>3.4 Utilize standards-based report cards to create a more comprehensible tool for parents</p> <p>a. Roll out the parent guide to the report cards and gather feedback from parents and staff</p> <p>b. Develop a communication tool for reporting English-learner student progress toward English proficiency <i>\$500 LCFF-Base</i></p>	<p>3.8 Monitor the impact of the Character Education component of the Health Education Plan in addressing students’ social and emotional well-being</p> <p>The Health Education Plan team will adapt the Health Education Plan to include and emphasize character development through a collaborative process</p> <p><i>\$500 LCFF-Base</i></p>								
<p>3.5 Expand and improve the use of online student progress tools for communicating with parents</p> <p>a. Select 4th & 5th grade teachers to pilot the use of an online gradebook or other tools to communicate with families and gather feedback</p> <p>b. Explore utilizing Library/Media staff to offer parents workshops on how to use tools for student information</p> <p><i>\$500 LCFF-Base</i></p>	<p>3.9 Monitor students with poor attendance and excessive tardiness and develop strategies to support these families</p> <p>Continue to improve process for identifying and addressing chronic absenteeism and tardiness through the PSD Truancy Task Force <i>\$2,000 LCFF-Base</i></p>								
<p>3.6 Develop and enhance parent leaders representing low income families serving on district and school committees (SSC, ELAC, DELAC, SEPAC)</p> <p>a. Monitor to see that levels of parent participation and representation on district and school committees reflect district and school demographics</p> <p>b. Investigate and purchase translation tools, such as headphones, for use with parents at meetings and workshops</p> <p>c. Explore the feasibility of employing a Spanish-speaking Community Liaison to increase the development of opportunities for parent engagement and improve outreach to the Spanish-speaking community</p> <p><i>\$500 LCFF-Base</i></p>	<p>3.10 Explore, expand, and implement after-school and summer recreational activities accessible to all</p> <p>a. Work with partners to develop new clubs and after school activities to provide opportunities for a variety of student interests</p> <p>b. Enhance recognition activities for pupil community service involvement</p> <p>c. Investigate ways to expand free after school and summer activities</p> <p><i>\$500 LCFF-Base</i></p>								
<p>3.7 Develop strategies based on data to improve community culture and school climate</p> <p>a. Continue with school climate and safety teams whose responsibility includes applying the SW PBIS matrix</p> <p>b. Analyze team structure and implement next steps to enhance a positive school climate based on findings, provide site-based PD based on need</p> <p>c. Develop a site-level process for supporting and welcoming students and families entering a K-8 school in grades 6-8, including a .5 FTE School Counselor for each K-8 school</p> <p>d. Enhance school site activities that build school community culture and pride</p> <p>e. Develop a site-level process for supporting a welcoming system and positive school climate for foster youth</p> <p>f. Continue full funding of Outdoor Ed for 5th grade</p> <p><i>\$225,000 Parcel Tax & \$5,000 LCFF-Base</i></p>	<p>Goal 3 Total = \$582,300</p> <table><tr><td>LCFF-Base</td><td>PEF</td><td>LCFF-Supp</td><td>Parcel Tax</td></tr><tr><td>\$217,500</td><td>\$21,000</td><td>\$118,800</td><td>\$225,000</td></tr></table>	LCFF-Base	PEF	LCFF-Supp	Parcel Tax	\$217,500	\$21,000	\$118,800	\$225,000
LCFF-Base	PEF	LCFF-Supp	Parcel Tax						
\$217,500	\$21,000	\$118,800	\$225,000						

Total represented in LCAP Actions = \$3,145,800 (Supplemental Funds in LCAP Actions = \$1,028,800)