



**2019 -2020**

## **Local Control and Accountability Plan (LCAP) Q & A**

*Based on questions and comments at meetings such as District Leadership Team, PSD Steering, Parent Council and District English Learner Advisory Council*

**GOAL 1:** Recruit and retain highly qualified teachers and educational support staff; provide instructional materials that align to the state standards in the core content areas of ELA/ELD, mathematics, science, history-social science, physical education, and health education; maintain safe facilities that are conducive for learning. (Conditions for Learning)

**1. What specifically is the administrative training in instructional leadership and coaching entail?**

*In 18/19, there was instructional leadership support for our site administrators. The collaborative leadership professional development occurred through classroom visits and professional conversations. In early August, Site and District administrators will participate in a two day Art of Coaching Teams training and during 19/20 school year, site administrators along with specialists and district administration will continue to have Collaborative Leadership visits to the Pacifica school schools.*

**2. What is the Pacifica School district funding responsibility with regards the History/Social Science and Science adoptions in 2019-2020**

*In the 2018/19 school year, the 6<sup>th</sup> – 8<sup>th</sup> History/Social Science adoption was selected and the first of two payments were made. Also the adoption committee agreed that when funding allowed the 3-5<sup>th</sup> grade version of the same curriculum adoption would be purchased. In the 2019/20 second payment of the 6<sup>th</sup>-8<sup>th</sup> the History/Social Science adoption will be paid. The 6<sup>th</sup>-8<sup>th</sup> Science Adoption will be selected for board approval in June of 2019 with the intent of being paid for in 2019/20. We will be depending on onetime funding to support the purchase of the adoptions and the professional development that will go along with it. The decision of when and if we adopt will be determined by funding.*

**3. What is Performance Indicator Review and how is Pacifica School District addressing the results?**

*The California Department of Education in monitoring district Special Education performance look at 17 indicators of Performance and establish targets over where districts should meet. Pacifica met 16 of the targets but did not meet the target for indicator 3 which pertains to participation and performance in State wide assessments (CAASPP). A root cause analysis and plan for improvement were completed and the components of the plan are included in the LCAP.*

**GOAL 2:** Support all students in reaching their academic potential, with emphasis in mathematics, English Language arts and English language development (ELD) by providing engaging coursework that is guided by data driven decision making. (Pupil Outcomes)

**1. How are specialists working directly with specific student groups and with site leadership?**

*Specialists work in the capacity of experts in their curricular area by providing professional development and coaching to teachers in support of the adopted curriculum and intervention teaching materials. Aside from planning and providing school wide and district wide professional development in curricular areas and teaching practices for student groups, they provide additional coaching and support to new teachers and direct supports with specific student groups. Many of the supports and professional development provided by the specialists are planned in coherence with the site leaderships direction and requests. Site leadership also participates in many of the professional development that the specialist provide.*

**2. What are the implemented and monitored interventions and innovative practices that support under-performing unduplicated student group?**

*Action 5 under Goal 2 refers to the site based interventions for our underperforming students that are funded with Supplemental Funds and funds through San Mateo County. The Academic Center that is at all of our PSD sites provides tutoring, study skills and other outside of school time supports to students based off their individual needs. Purchased online programs utilized through intervention subscriptions provide targeted support in various academic areas as well as providing home to school link for learning.*

3. **How are we supporting newcomers through professional development and direct support?**  
*English Learners and specifically English Learners who are new to the country and/or have very limited English language proficiency, are supported directly through designated and integrated English language development. Humanities specialists work with newcomers and their teachers to provide initial and ongoing support plans. The humanities specialist provide professional development in integration and designated ELD for all teachers and work with volunteers from Pacifica School Volunteers to train school volunteers in additional supplemental one-on-one support for our newcomers. An ELD companion guide to TCRWP developed by the Humanities specialist as an academic support resource is provided to all teachers. Professional development was provided to teachers in the use and integration of this guide in instruction.*

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)

1. **How are we tracking behavior referrals (office referrals) that do not result in suspensions but do result in loss of instruction?**  
*Presently, all of the schools log their office referrals on an in school system and report both in-house and home suspensions in Synergy (student information system). Pacifica School district is moving towards having all discipline/behavioral incidents log on our Synergy which will include Suspensions both in-house and home and in school detentions (office referrals, after school detentions, etc...).*
2. **How is the FLES program at Sunset Ridge and the Spanish Program at Ingrid B Lacy being measure for effectiveness and worth?**  
*The measurement of effectiveness of the FLES program at Sunset Ridge we look at how the students within he program are performing academically and socially. As part of the basic educational curriculum available to students, foreign language programs have the ability to improve academic achievement. All students, regardless of academic level, language proficiency or learning disability, can succeed in learning another language and culture, and the benefits of developing proficient bilingual abilities are supported by research.*
3. **How are we supporting families of students with excessive tardiness or absences?**  
*Through out the school year, vice principals and assistant principals will monitor and identify students who are at risk of chronic absenteeism and tardiness through use of DataZone. Screen teams of administration, teachers and support staff will identify root causes and create a plan of action for students chronically absent or at risk of chronic absenteeism. Through the Student Study team process, staff will meet with families to develop plans to address family needs and ensure these students are at school on time each day. Follow-up meeting will be conducted to evaluate effectiveness of plans and if necessary provide additional supports and accountability measures through SMCOE.*

*The Goals Summary document is translated into Spanish. Any person wishing to discuss the full document in Spanish may contact the PSD district office at (650)738-6600*