



## Executive Summary

### Local Control Accountability Plan, 2017-18

#### *Preparing Students for an Evolving World*

**Mission:** Pacifica School District, the community it serves, and the children they cherish, together prepare each child to meet the challenges of the future by providing an equitable, rigorous academic program which nurtures curiosity and inspires joy, confidence, and achievement in learning.

#### BACKGROUND

Chapter 47, Statutes of 2013 (AB97, Committee on Budgets) enacted as part of the 2013-14 budget package, made major changes in the way the State allocates funding to school districts and the way the State supports and intervenes in underperforming districts.

#### Local Control Funding Formula

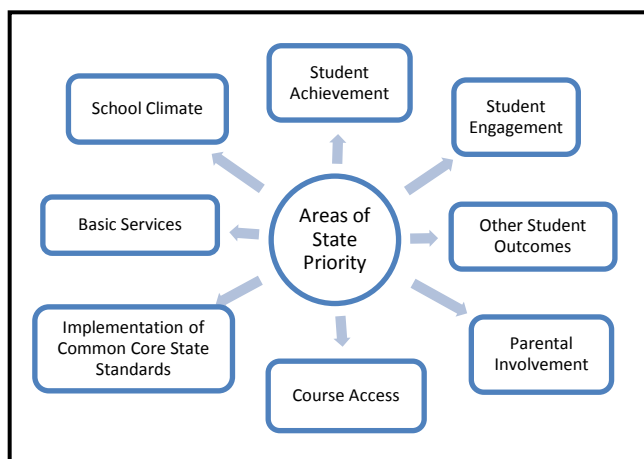
The State funding formula, Local Control Funding Formula (LCFF), was the culmination of more than a decade of research and policy work on California's K-12 funding system. LCFF eliminated the vast majority of categorical spending restrictions. In their place, the LCFF establishes a more limited set of spending restrictions such as use of supplemental funds to increase or improve the services for English Learner (EL), Foster Youth (FY) and Low Income (LI) pupils in proportion to the increase in funds received for these specific subgroups.

#### Local Control Accountability Plans

In addition to adopting a new funding formula, Chapter 47 establishes a set of new rules in relation to school district transparency and accountability. Specifically, under the new rules, districts are required to adopt Local Control and Accountability Plans (LCAPs) that disclose how funds will be spent to provide high-quality educational programs. Districts that do not meet the goals specified in their plans and fail to improve educational outcomes receive assistance through a new system of support and intervention beginning with the local County Office of Education.

Each LCAP must include the district's annual goals that support the eight State priorities

intended to encompass the key ingredients of high-quality educational programs and the measures to determine success in these priorities. The district goals must also include goals for each numerically significant subgroup<sup>1</sup> in the district.



#### PACIFICA SCHOOL DISTRICT LCAP, 2017-18

Throughout the 2016-17 academic year, Pacifica School District (PSD) went through the process of developing the District's LCAP. We were fortunate to have the District Strategic Plan: 21<sup>st</sup> Century Learning to maintain our focus for a cohesive program for our students and families.

Included in this summary are the three District Goals for 2017-18, actions that support these goals, and the State priorities for which they are aligned. The full PSD LCAP may be found on the District Website.

<sup>1</sup> To be numerically significant, a district must have at least 30 students in a subgroup, with exception of foster youth, which districts must have at least 15 students.

## **PACIFICA SCHOOL DISTRICT, LCAP 2017-18 GOALS**

**Goal 1: Recruit and retain highly qualified teachers and educational support staff, 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; as well as safe facilities that are conducive for learning.**

*Conditions of Learning: Priorities 1 – Basic Services, 2 – Implementation of State Standards, and 7 – Course Access*

- Monitor recruiting/retention efforts, especially for hard to fill positions
- Provide PD for teachers, classified staff, and administrators
- Implement staff recognition activities
- Purchase, research and develop quality State standards-aligned materials
- Provide support to school libraries
- Monitor and Modify Facilities Master Plan
- Ensure Special Education students are taught by highly qualified teachers in the Least Restricted Environment (LRE) using grade level research-based curriculum and appropriate accommodations
- Purchase supplemental ELD material and implement adopted ELA/ELD Curriculum (TC RWP)
- Continue to focus on workforce housing (Oddstad Project)

**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: Priorities 4 – Pupil Achievement and 8 – Other Pupil Outcomes*

- Provide curriculum specialists and site lead teachers to serve as experts in core content areas and serving targeted subgroups
- Provide PD to support instruction of state standards and a well-rounded educational program
- Contract for data tools to support data-driven decision making
- Employ counselors, assistant/vice principals to support instruction and social emotional learning especially focused on the needs of ELs, SED and SWD
- Provide direct targeted interventions that are SSC approved and monitored in the SPSA
- Implement interventions and innovative practices for underperforming and unduplicated students.
- Provide all students with formative and benchmark assessments with focus on ELs, SED and SWD.
- Align academic goals and objectives with state standards in a LRE for students with IEPs.
- Maintain Early Learning programs like Kick-Off-to-Kindergarten
- Explore ways to support families who are without internet service

**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: Priorities 3 – Parent Involvement, 5 – Pupil Engagement, and 6 – School Climate*

- Investigate expanding Visual and Performing Arts (VAPA)
- Continue World Language Program in Spanish (FLES) at Sunset Ridge
- Provide parent education workshops to support their child in 21<sup>st</sup> century learning
- Enhance parent participation and ensure seeking input in decision making
- Develop strategies based on data to improve community culture and school climate
- Implement PSD Social Emotional Learning Guiding Document with Character Education component.
- Monitor students with poor attendance and excessive tardiness and develop strategies for support.
- Implement after-school and summer recreational activities accessible to all students
- Ensure accessibility to homework center for EL, SED, SWD
- Student Services Administrator serves as case manager for all identified Foster Youth
- Develop enhance parent leaders with representation on district and school committees