



2018 -19

Local Control and Accountability Plan (LCAP) Q & A

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

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 for Learning)

1. What has feedback from the exit interviews indicated as the main reason for staff leaving?

From information compiled from exit interviews, the number one reason for staff leaving Pacifica School District is cost of living in Pacifica. The district studies total compensation packages of other San Mateo County districts for comparison allowing us to be competitive in recruitment of new staff. Also, the continue work on providing workforce housing will hopefully help retain staff.

2. Where will funding come to support the new adoptions (History/Social Science and Science)?

In the 2018/19 school year, the History/Social Science adoption will be selected and in the 2019/20 the Science Adoption will be selected. 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. How effective are the introductory and training videos?

The use of district developed training videos is a new effort on the part of Educational Support Services in providing professional development. We will research ways to rate the training in relation to helpfulness.

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 have we been able to support collaboration time for K-5 teachers?

We continue to look for ways through PE, Music, Art and World Language to allow for collaboration time for our K-5 teachers. With the increase of music time for our 3rd graders this has opened more time for collaboration. Sites have also come up with creative ways to create time through use of site funds along with well timed Art and PE schedules.

2. How will the new English Proficiency Assessment, ELPAC, which replaces CELDT affect how we monitor and support our English language learners?

The new ELPAC will be monitored in the same way as was the CELDT. We will still use ADEPT our local language proficiency tool to monitor language proficiency in between ELPAC assessment windows. Because the Summative ELPAC is given in the spring, the scheduled time for ADEPT monitoring will be adjusted accordingly. The data from these assessments will continue to be used to inform instruction.

3. How is the implementation of DataZone going?

We are working with the DataZone staff (from Santa Clara County Office of Education) to format the district formative assessments into their system. Our goal is to have the data available for the teachers to be able to interpret student and classroom progress.

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 supporting languages other than Spanish in developing opportunities for family engagement and improved outreach?

We will develop a Welcoming Guide that will outline steps and strategies to welcome and engage with families that our English language learners. This guide which will be site specific and include language barrier

resources for schools and families of various language backgrounds to help with engagement and improved outreach.

2. How can we increase parent completion of the Parent Surveys?

We will work with the school principals in developing strategies to increase parent participation. An example shared was to have computers available as part of activities such as Open House.

3. How do we ensure staff is empathetic to experiences of Foster Youth?

The Executive Director, Integrated Services monitors the progress of the foster youth in our district and works with the school administration to ensure support. Additionally, the progress made in our efforts in School-wide Positive Behavior Intervention and Support (SW PBIS), Restorative Practices, and Social Emotional Learning that includes Growth Mindset and Mindfulness has created options for support.

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