



## Executive Summary

### Local Control Accountability Plan, 2016-17

#### *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

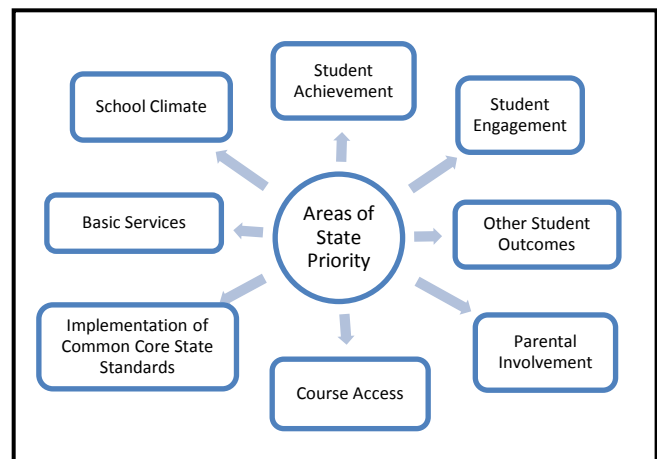
The State funding formula, Local Control Funding Formula (LCFF), was the culmination of more than a decade of research and policy work on California's K-12 funding system. LCFF eliminated the vast majority of categorical spending restrictions. In their place, the LCFF establishes a more limited set of 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, 2016-17

Throughout the 2015-16 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 2016-17, 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 2016-17 GOALS

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

- Recruit and retain, especially for hard to fill positions
- Monitor teacher credential status
- Provide training and support to new teachers, classified staff, and administrators
- Implement staff recognition activities
- Procure quality standards-aligned curriculum materials
- Develop ways to measure implementation of standards in the classroom
- Provide support to school libraries
- Fund deferred maintenance
- Develop a Facilities Master Plan addressing safety & security, environmental standards, and technology needs

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

- Provide professional development to support the implementation of state standards
- Provide teachers with collaboration time
- Seek ways to increase teacher preparation time
- Provide tools for collecting, analyzing, and communicating student achievement information
- Employ counselors, assistant/vice principals to support principals in their role as instructional leader
- Support student organization and study skills
- Improve intervention programs for struggling students and provide site funds for this purpose
- Monitor Health and PE program and strengthen curriculum and instruction in these areas
- 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*

- Seek ways to expand Visual and Performing Arts instruction
- Provide Spanish Language instruction at Sunset Ridge and plan for expanding to IBL
- Provide parent education opportunities
- Improve the use of tools such as online gradebooks and report cards to keep families informed
- Support parent participation and develop parent leaders that represent the wider community
- Develop strategies based on data to improve the effectiveness of SW PBIS
- Provide support to 6-8 students at the K-8 schools
- Modify the Health Education Plan to include and emphasize character education to address students' social and emotional well-being
- Monitor students with poor attendance and excessive tardiness and develop strategies to support these families
- Explore, expand, and implement after-school and summer recreational activities accessible to all students