

# DRAFT-Pacific School District 2016-2017 Local Control & Accountability Plan Goals Summary

GOAL:	Goal 1: Provide all students with access to fully credentialed teachers and well-trained staff, quality 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"><li>The recruitment and retainment of highly qualified staff</li><li>Limited attrition of qualified staff</li><li>State standards and ELD aligned instruction and instructional materials</li><li>A well maintained, safe &amp; clean learning environment that supports 21<sup>st</sup> Century learning</li></ul>	
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. Staff reports that the professional development provided was helpful with favorable ratings on at least 85% of evaluations, disaggregated by subject area 1.C. Measure levels of implementation of State Standards through the use of an Academic Program Survey (APS) administered to teachers-administered every other year	
Actions/Services		Actions/Services
1.1 Study competitive total compensation packages Work with SMCOE in monitoring compensation packages of other districts for comparison purposes		1.4 Provide BTSA for all teachers needing the training Contract with SMCOE to provide BTSA service to identified employees
1.2 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		1.5 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
1.3 Improve monitoring of 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		1.6 Provide support to pre-credentialed and veteran teachers
		1.7 Monitor recruiting/retention for hard to fill positions
		1.8 Monitor attrition of staff

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<p><b>1.9 Procure quality State Standards aligned materials for Math, ELA and ELD instruction</b></p> <ul style="list-style-type: none"> <li>a. Continue implementation plan for purchasing math materials</li> <li>b. Continue with budget plan for purchasing leveled readers for classroom libraries and teacher support materials to implement Balanced Literacy</li> <li>c. Continue to support school libraries                             <ul style="list-style-type: none"> <li>o Research a structure for providing regular funding for materials purchasing</li> <li>o Employ a Library Media Clerk, 2 hours per day, at each school</li> <li>o Explore options for increasing Library Media Clerk hours</li> </ul> </li> <li>d. Continue to purchase appropriate supplemental TK-8 ELD materials to support teaching of ELD standards</li> </ul>	<p><b>1.11 Maximize teacher collaboration time</b> Provide teachers with collaboration time to incorporate learning from PD</p>
<p><b>1.10 Provide professional development (PD) to support implementation of State Standards ELA and Math, and ELD that includes use of formative assessments</b></p> <ul style="list-style-type: none"> <li>a. Continue TK-8 State Standards Math PD that supports ELD standards and use of formative assessments to meet the needs of underperforming students and develop a plan to continue support for State Standards Math PD</li> <li>b. Implement the PD plan for TK-8 BL (State Standards ELA) that also includes implementation of ELD Standards and use of formative assessments to meet the needs of underperforming students</li> <li>c. Continue with TK-8 ELD professional learning opportunities based on identified needs</li> <li>d. Continue to employ Humanities Specialists with a focus on ELD, provide Humanities Lead Teacher Stipends at each school and ELD Lead Teachers Stipends at IBL and Sunset Ridge</li> <li>e. Continue to employ a STEM Specialist with a focus on meeting the needs of special populations and provide Math Lead Teachers Stipends at each school</li> </ul>	<p><b>1.12 Increase teacher preparation time</b> Provide all 4<sup>th</sup> &amp; 5<sup>th</sup> grade teachers with at least one prep period per week with a .8-FTE District Music Teacher</p>
	<p><b>1.13 Develop tools to measure implementation of ELA, ELD, and math state standards</b></p>
	<p><b>1.14 Fund deferred maintenance</b> Set aside money in deferred maintenance fund for completing work orders and performing preventative maintenance</p>
	<p><b>1.15 Perform preventative maintenance</b></p> <ul style="list-style-type: none"> <li>a. Address issues of safety and security</li> <li>b. Apply environmental impact focus</li> </ul> <ul style="list-style-type: none"> <li>a. Continue to develop a Facilities Master Plan and prioritize recommendations</li> <li>b. Prioritize and implement recommendations for Prop 39 expenditures</li> </ul>
	<p><b>1.16 Support a 21<sup>st</sup> C learning environment</b></p> <ul style="list-style-type: none"> <li>a. Purchase technology</li> <li>b. Improve infrastructure consistent with District planning</li> </ul> <ul style="list-style-type: none"> <li>a. Prioritize and implement Technology Guiding Document recommendations</li> <li>b. Plan for replacing phone/public address systems as part of infrastructure upgrades</li> </ul>
	<p><b>1.17 Explore options to enhance our learning environment, as prioritized by input by stakeholders (e.g. water fountains/refill stations, flexible furniture).</b></p>

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GOAL:	<b>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)</b>	Related State Priorities:  <b>4-Pupil Achievement</b> <b>8-Other Pupil Outcomes</b>
Identified Need :	Students will receive a stronger educational program with: <ul style="list-style-type: none"><li>• Intervention options for students who are below grade level, including subgroups</li><li>• Long-term EL students receiving instructional intervention</li><li>• Monitoring of pupil outcomes for broad course of study</li></ul>	
LCAP Year: 2016-17		
Expected Annual Measurable Outcomes:	<b>2.A.</b> Decrease by 10% the # of students that do not make expected progress on CELDT <b>2.B.</b> Decrease by 10% the # of students that remain EL beyond their 6 <sup>th</sup> year in a US school <b>2.C.</b> Decrease by 10% the # of students performing below grade level at 5 <sup>th</sup> & 8 <sup>th</sup> grade as measured by State assessments (SBAC Math & ELA; Physical Fitness 5 <sup>th</sup> & 7 <sup>th</sup> ; CST Science 5 <sup>th</sup> grade) (overall and disaggregated by ethnicity, economic status, language proficiency*, and disability*) <b>2.D.</b> Decrease by 10% the # of students reading below grade level at 3 <sup>rd</sup> grade as measured by the DRA2 reading assessment (overall and disaggregated by ethnicity, economic status, language proficiency*, and disability*) <i>* consulting with CLA</i>	
Actions/Services		Actions/Services
<b>2.1 (rev) Provide professional development for <u>teachers and instructional staff on formative assessment to guide instruction (e.g., re-engagement lessons), and using technology, such as social media, to support State Standards and improve student engagement</u></b> a. Work with PD providers to ensure <del>formative assessment</del> is a focus of planned PD and support teachers in utilizing SBAC formative <del>assessment tools</del> is based on state standards, proven programs, and best practices (e.g. PBL, cross curricular activities, differentiation) b. Provide professional development to teaching staff on using technology, <u>including data analysis on Illuminate</u> , and encourage teachers to use <del>social media sources for educational purposes</del> <u>technology</u> to support the needs of ELs and low-SED students c. Provide Innovation Lead Teachers Stipends at each school d. <u>Investigate ways to increase funds available for teachers to pursue individual PD opportunities</u>		<b>2.2 (rev) Employ Illuminate for formative assessment data and communicating student achievement levels year-to-year</b> a. <u>Utilize ADEPT for monitoring EL students’ progress toward English proficiency and provide support in using data to inform practice</u> b. <u>Monitor state assessment data and DRA2 assessment data in all grade levels to track progress toward metrics</u>  <b>2.3 Provide resources to principals so they are better able to emphasize their role as instructional leaders</b> a. Employ additional counseling support at each school site to work primarily with the students that generate supplemental funds and their families b. Employ additional site level administrative support at Sunset Ridge to support the needs of ELs and low-SED students c. Employ a half-time Guidance & Learning Administrator, whose emphasis will be on instruction, data-analysis, and social-emotional support for targeted populations, at each of the four schools that do not have a vice principal

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<p><b>2.4 (rev) Increase instructional time for students (summer, before/after school, home) for expanded learning opportunities</b>            Conduct a needs assessment and develop an Expanded Learning Opportunities Plan that <u>explores community partnerships and addresses the specific needs of students</u></p>	<p><b>2.7 Purchase instructional materials aligned with the Social Science standards</b>            Research and begin to develop the PSD Social Science Plan to reflect the draft CDE Framework, ELA Anchor Standards and ELD Standards</p>
<p><b>2.5 (rev) Research and implement interventions for underperforming students</b>            Employ a Teacher on Special Assignment to serve as Access, Equity, and Innovation Specialist to work with schools to improve, enhance, and monitor the effectiveness of their intervention programs and approaches, <u>and to expand the use of proven interventions</u></p>	<p><b>2.8 Monitor implementation of Health and Physical Education curriculum plans and work to strengthen instruction for students in these areas</b>            Develop a process to review curriculum plans that includes the Health Education and Physical Education Plans</p>
<p><b>2.6 Purchase instructional materials aligned with the NGSS</b></p> <ul style="list-style-type: none"> <li>a. Complete the PSD Science Plan to reflect the NGSS, ELA Anchor Standards, and ELD Standards</li> <li>b. Realign gr. 6-8 science to reflect NGSS science, ELA Anchor Standards, ELD Standards and develop a curriculum map</li> <li>c. Research and purchase instructional materials to align the current adopted materials with the NGSS gr.6-8</li> <li>d. Research and purchase or develop supplemental instructional materials to align the current adopted materials with the NGSS gr. 6-8 that support the development of ELD Standards</li> </ul>	

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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"><li>• Parent opportunities to be involved in their child’s education</li><li>• A well-rounded course of study</li><li>• A positive school environment where they feel a sense of belonging</li><li>• An expectation that students will interact in a manner that reflects responsible global citizenship</li><li>• An opportunity for students and families to feel connected to the schools; especially those of supplemental subgroups</li></ul>		
LCAP Year: 2015-16			
Expected Annual Measurable Outcomes:	<b>3.A.</b> Suspension & expulsion rates will be maintained or improved (overall and disaggregated by grade, ethnicity, economic status, language proficiency, and disability) <b>3.B.</b> Chronic absenteeism rates will be maintained or improved (overall and disaggregated by grade, ethnicity, economic status, language proficiency, and disability) <b>3.C.</b> California Healthy Kids Survey scores, over all three areas of the survey, will be better than state and county averages (overall and disaggregated by grade, ethnicity, economic status, language proficiency, and disability) <i>-administered every other year</i> <b>3.D.</b> 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> <b>3.E.</b> Increase the use of online tools for student progress (grades, assignments, attendance) by families by 10% (overall and disaggregated by grade and school)		
Actions/Services		Actions/Services	
<b>3.1 (rev) Investigate funding sources to fully support implementation of VAPA and World Language Instruction</b> a. Continue music instruction to grades 4 & 5 with a certificated teacher (see 1.12) b. <u>Explore funding for lower grade music</u> c. <u>Explore World Languages in TK-8</u>		<b>3.3 Consider accessibility for workshop trainings and parent communication options by including child care and food, and utilizing on-line options such as webinars and You Tube</b> a. Child care and food are provided at parent workshops b. Materials are posted online	
<b>3.2 Provide workshops aimed at educating parents on supporting their children in a 21<sup>st</sup> C learning environment</b> Content specialists work with teachers and parent leaders to develop a series of workshops for parents around the State Standards and 21 <sup>st</sup> CE		<b>3.4 Improve standards-based report cards to create a more comprehensible tool for parents</b> a. Make revisions to report cards based on feedback; Pilot a parent guide to the report cards and gather feedback b. Explore whether or not an ELD report card would be useful for parents and develop a communication tool for reporting student progress toward English proficiency	

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<p><b>3.5 Expand and improve the use of on-line student progress tools for communicating with parents</b>  Select 4<sup>th</sup> &amp; 5<sup>th</sup> grade teachers to pilot the use of an online gradebook or other tools to communicate with families and gather feedback</p>	<p><b>3.8 Modify the Health Education Plan to include and emphasize character education to address students' social and emotional well-being</b>  The Health Education Plan team will adapt the Health Education Plan to include and emphasize character development through a collaborative process</p>
<p><b>3.6 Develop and enhance parent leaders representing low income families serving on district and school committees (SSC, ELAC, DELAC, SEPAC)</b></p> <ul style="list-style-type: none"> <li>a. Monitor to see that levels of parent participation and representation on district and school committees reflect district and school demographics</li> <li>b. Investigate and purchase translation tools, such as headphones, for use with parents at meetings and workshops</li> <li>c. Explore the feasibility of employing a Spanish-speaking Community Liaison position</li> </ul>	<p><b>3.9 (rev) Monitor students with poor attendance and excessive tardiness and develop strategies to support these families</b></p> <ul style="list-style-type: none"> <li>a. Continue to improve process for identifying and addressing chronic absenteeism <u>and tardies</u> through the <del>SARB process</del> <u>PSD Truancy Task Force</u></li> <li>b. Maintain increased counseling supports for schools and families</li> </ul>
<p><b>3.7 (rev) Develop strategies based on data to improve the effectiveness of SW PBIS</b></p> <ul style="list-style-type: none"> <li>a. Continue with school climate and safety teams whose responsibility includes applying the SW PBIS matrix</li> <li>b. Analyze team structure and implement next steps to increase SW PBIS based on findings, <u>provide site-based PD based on need</u></li> <li>c. Develop a site-level process for supporting a welcoming system and positive school climate for foster youth (FY)</li> <li>d. Continue full funding of Outdoor Ed for 5<sup>th</sup> grade FY</li> <li>e. Develop a site-level process for supporting and welcoming students and families entering a K-8 school in grades 6-8</li> <li>f. <u>Enhance school site activities that build school community culture and pride</u></li> </ul>	<p><b>3.10 (rev) Explore, expand, and implement after-school <u>and summer</u> recreational activities accessible to all</b></p> <ul style="list-style-type: none"> <li>a. Work with partners to develop new clubs and after school activities to provide opportunities for a variety of student interests</li> <li>b. Enhance recognition activities for pupil community service involvement</li> <li>c. Investigate ways to expand free after school <u>and summer</u> activities <del>that are offered to low income pupils</del></li> </ul>