

2023-24 Local Control and Accountability Plan (LCAP) Overview

Pacifica School District

State Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

Local Control Funding Formula

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students, especially for English learner, foster youth, and low-income students.

Local Control Accountability and Plan

The Local Control Accountability and Plan (LCAP) shows how these funds will improve student outcomes and performance for all students.

Student Enrollment

Ethnicity	Percent of Enrollment
African American	1.0
American Indian	0.1
Asian	8.3
Filipino	9.0
Hispanic/Latino	25.8
Pacific Islander	0.3
White	39.3
Two or More Races	16.1

Student Group	Percent of Enrollment
English Learners	8.9
Low Income	17.6
Foster Youth	0.0

Our Community



Pacifica Communities Served



2,811
Students



6
Schools



307
Staff

2023-24 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	\$1,803,800.00
Other State Funds	\$794,200.00
Local Funds	\$361,480.00
Federal Funds	\$256,600.00
Total Funds	\$3,216,080.00

Type	Totals
Personnel	\$2,638,280.00
Non-Personnel	\$577,800.00



2023-24 LCAP Goals and Services

GOAL

1

Recruit and retain highly qualified diverse 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 and follow up to date safety protocols. (Conditions of Learning: Basic, Implementation of State Standards and Course Access)



<p>1.1</p>	<p>Recruiting and Retention of Staff 1.1 Monitor recruitment/retention efforts, especially for hard to fill positions including:- participation in job fairs including in-person, pop-up and virtual events; - gather data on attrition of staff through exit interviews and surveys; - seek out opportunities for posting job notices including sending flyers to colleges, social media platforms, enews publications, newsletters, parent communication platform, recruitment platforms; - look into extra compensation for hard to fill positions- provided annual \$5,000 stipend for SPED teachers; and - seek a diverse candidate pool will filling all open positions.</p>	<p>\$78,000.00</p>	 <p>All Students</p>
<p>1.2</p>	<p>Highly Qualified Teachers 1.2 Monitor credential status of certificated staff in order to support teachers in meeting subject matter requirements and ensuring all hold a CLAD, BCLAD or equivalent certification.</p>	<p>\$0.00</p>	 <p>All Students</p>
<p>1.3</p>	<p>New Certificated Staff Professional Support 1.3 Provide professional support and development to new certificated staff through supporting new teachers through the San Mateo County Office of Education Teacher Induction Program, New Teacher Orientation and Mentor Teacher Program.</p>	<p>\$95,000.00</p>	 <p>All Students</p>
<p>1.4</p>	<p>Instructional District Adopted Curriculum, Support Programs and Resources 1.4 Provide curriculum and support resource materials which include support programs for English Learners as well as on-line adopted and supported programs and platforms for all the core content areas that support district adoptions and are aligned to state standards.</p>	<p>\$85,000.00</p>	 <p>English Learners</p>
<p>1.5</p>	<p>Implementation of Science Curriculum 1.5 Implementation of new K-5 Science curriculum adoption. Evaluate of current adopted 6-8 Science curriculum (Houghton Mifflin Harcourt).</p>	<p>\$17,000.00</p>	 <p>All Students</p>
<p>1.6</p>	<p>Science Safety Training 1.6 Provide science safety training for all teachers involved in hands-on science education. Ensure that the proper safety equipment is present, tested, and maintained for the types of science activities performed in each classroom.</p>	<p>\$11,000.00</p>	 <p>All Students</p>
<p>1.7</p>	<p>Technology Equipment in Classroom 1.7 Ensure all classrooms have designated technology equipment available for staff and students.</p>	<p>\$30,000.00</p>	 <p>All Students</p>
<p>1.8</p>	<p>One-to-One Computing Program 1.8 Provide a device for every student to use for learning in school or at home.</p>	<p>\$50,000.00</p>	 <p>All Students</p>

1.9	Data Systems and Platform Monitoring 1.9 Evaluate yearly the current PSD data systems and platforms to ensure compatibility with identified goals and needs of PSD staff and families.	\$50,000.00	 All Students
1.10	Internet Connectivity for All Students 1.10 Provide all students the opportunity to have internet access inside and outside of school.	\$16,800.00	 Foster Youth Low Income
1.11	Monitoring School Site Facilities 1.11 In order for school facilities to remain clean, safe and functional, identify areas of needed repair at school sites through weekly monitoring of work orders and address these repairs in a timely manner.	\$10,000.00	 All Students

GOAL

2	With emphasis in Math, English Language Arts and English Language development (ELD), address academic needs of all students by making informed data driven instructional decisions through the use of assessments, powerful instruction and the development of supports and intervention plans. (Student Outcomes: Pupil Achievement, Other Pupil Outcomes)		
	2.1	Comprehensive District-Wide Assessments 2.1 Provide and utilize a district-wide comprehensive assessment for ELA and Math to diagnose students current knowledge and skills; and monitor student progress toward standards in the core academic areas throughout the school year and beyond. (Payment for three year of district-wide comprehensive assessment for ELA and Math. 2023-2024 is the third year, so no funds are due).	 All Students

2.2	Data Systems Professional Development 2.2 Provide professional development for teachers and administrators around collecting, accessing and analyzing data from assessment systems and data warehouses.	\$25,000.00	 All Students
2.3	Targeted ELA and Math Intervention 2.3 Create and provide, based on student data and school site collaboration, targeted interventions/supports/programs for students performing below grade level in Mathematics and/or ELA through small group and/or individualized instruction.	\$38,000.00	 All Students
2.4	Teacher Collaboration Time 2.4 Utilize ongoing time for teachers to collaborate in analyzing student data, create student learning plans and engage in beneficial professional learning in order to provide the most impactful teaching and learning practices for students. Including building in time for general education and SPED teachers to collaborate, plan and develop instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the least restrictive environment.	\$50,000.00	 English Learners Foster Youth Low Income
2.5	Designated English Language Development Instruction 2.5 Provide designated time to all English learners for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.	\$32,000.00	 English Learners

<p>2.6</p>	<p>English Language Development and Support Professional Development for Teachers 2.6 Provide focused ELD professional development to teachers with the focus outcome of knowing our EL students through examination and analysis of ELPAC data; learning and implementing instructional strategies of designated and integrated ELD; and solidifying systems of EL success that are inline with the four principles of the English Learner Road Map.</p>	<p>\$35,000.00</p>	 English Learners
<p>2.7</p>	<p>Instructional Technology Use Professional Development 2.7 Provide opportunities for staff to participate in professional development and training in the uses of technology and online programs within instruction and student learning.</p>	<p>\$10,000.00</p>	 All Students
<p>2.8</p>	<p>Science Benchmark Assessments 2.8 Develop benchmark assessments to be used district-wide in grades 6-8 to determine student proficiency in the Next Generation Science Standards and plan for targeted interventions in Science skills and content.</p>	<p>\$2,000.00</p>	 All Students
<p>2.9</p>	<p>Creation of a Technology Plan 2.9 Create a PSD Technology Plan that aligns and supports the goals set forth by the district and is inclusive of supporting up-to-date technology needs within the district.</p>	<p>\$5,000.00</p>	 All Students
<p>2.10</p>	<p>Science, Technology, Engineering and Arts and Math (STEAM) Goals 2.10 Identify and establish Science, Technology, Engineering, Arts, Math (STEAM) goals across all sites during the school day for equitable student learning experiences and to further support student learning in core subjects. (This action was discontinued due to lack of a specialist to lead this effort.)</p>	<p>\$0.00</p>	 All Students
<p>2.11</p>	<p>STEAM Education/Professional Learning 2.11 Provide professional development to teachers in creating purpose-driven STEAM instruction based on identified goals starting in the area of Science. (Will be part of the implementation of the Science adoption Action 1.5)</p>	<p>\$0.00</p>	 All Students
<p>2.12</p>	<p>School Site Screen Teams 2.12 Assemble "Screen Teams" at each school site made up of administrators, teacher and service providers that review school wide attendance, academic and social emotional/behavioral data to help identify needed areas of support and help in the development of school wide interventions. These Screen Teams will also help in identifying students who need more targeted support including referral for an SST.</p>	<p>\$18,000.00</p>	 English Learners Foster Youth Low Income
<p>2.13</p>	<p>Goals and Services for Students with Disabilities 2.13 Provide an opportunity to improve educational results for students with disabilities by:</p> <ul style="list-style-type: none"> • Conducting a Special Education Student Service Audit • Ensure students with IEPs have academic goals aligned with state standards • Students' IEPs will be reviewed no less than annually, with goals and services updated as reflected by revised IEPs • Students with disabilities will be educated with their non-disabled peers to the maximum extent appropriate • Integrate the use of district-wide formative and benchmark assessments as a key instructional practice for students with IEPs 	<p>\$21,000.00</p>	 Students with Disabilities

	<ul style="list-style-type: none"> Utilize IEP process to have meaningful dialogue about Student participation on CAASPP for ELA, Math and Science to address Special Education Plan (SEP) targets 		
2.14	<p>Accelerated Learning Professional Development 2.14 Continue to provide professional development and support to teachers and staff around planning and executing accelerated learning experiences that are rigorous grade-level work on high-priority standards and are consistent, high-quality, and accessible to all students. (This action is being discontinued due to Professional Development needs of Teachers have shifted due to the results of student data)</p>	\$0.00	 All Students
2.15	<p>Universal Design for Learning Professional Development 2.15 Provide professional development on UDL (Universal Design for Learning) for all staff who work with students, to promote that all learners can access and participate in meaningful, challenging learning opportunities</p>	\$10,000.00	 English Learners Foster Youth Low Income
2.16	<p>Sunset Ridge Student Support 2.16 Provide a full-time teacher on special assignment at Sunset Ridge whose emphasis will be on supporting the needs of English Learners (ELs), Foster Youth and Socio-Economically Disadvantaged (SED) students and families through attendance monitoring, academic and social emotional support and outreach. (This position and action are discontinued for the 2022-2023 and 2023-2024 school year and replaced with action 2.19 & 2.20)</p>	\$0.00	 All Students
2.17	<p>Early Learning Program 2.17 Contract with an early learning coordinator to plan supports for low income Pre-Kindergarten and Kindergarten students including providing a Pre-Kindergarten summer program for entering Kindergarten students who have limited to no preschool experience. (This action will not be continued as the contract for the early coordinator expired and the Universal Prekindergarten Planning and Implementation Grant Program when developed will provide the supports this action was intended. See Action 2.24)</p>	\$0.00	 All Students
2.18	<p>Math Paraprofessional support for combination class 2.18 Provide a paraprofessional for each K-5 combination class during Math instructional time to support students while teacher is providing Math instruction.</p>	\$60,000.00	 English Learners Foster Youth Low Income
2.19	<p>Sunset Ridge Response to Instruction and Intervention Teacher Hire a full-time Response to Instruction and Intervention Teacher at Sunset Ridge whose emphasis will be on supporting the needs of English Learners (ELs), Foster Youth and Socio-Economically Disadvantaged (SED) students by coordinating English language arts and/or mathematics interventions for students; communicating which interventions are needed and used for direct instruction; working collaboratively with teachers and paraprofessionals; training staff on the use of research based interventions; modeling lessons for teachers; serving as a coach; monitoring student progress; and delivering targeted instruction during intervention to identified students based on data.</p>	\$90,000.00	 English Learners Foster Youth Low Income

2.20	Vice Principal of Guidance and Learning at Sunset Ridge and Ingrid B Lacy Hire a Vice Principal of Guidance and Learning at Sunset Ridge and Ingrid B Lacy to support a systematic multi-tiered system of support approach in addressing academic, behavioral and social-emotional instruction and intervention with specific attention to English Learners (ELs), Foster Youth and Socio-Economically Disadvantaged (SED) student groups.	\$405,000.00	 English Learners Foster Youth Low Income
2.21	Analyzing Teaching for Student Results Training Site and District Administrators will participate in the Analyzing Teaching for Student Results Training to learn focused observation and analytic skills that will support teachers in building their own capacity to impact students' learning by analyzing with insight and by giving teachers evidence-based feedback that builds capacity as high-expertise and stimulates reflection.	\$12,000.00	 All Students
2.22	PD in Targeted Content Based instruction 2.22 Professional Development for teachers in targeted content-based instruction in core subject areas that support how to teach students performing well below grade level and/or have access barriers such as language or outside of school time academic supports.	\$15,000.00	 English Learners Foster Youth Low Income
2.23	Phonics Program 2.23 Implement with training the district wide phonics program that enhances early literacy, helps with speech and language development and is an additional support for English learners	\$10,000.00	 English Learners
2.24	Early Childhood Education Program 2.24 Planning, training, and professional development of our early Childhood Educational Program specifically Transitional Kindergarten staff with staffing support	\$15,000.00	 All Students
2.25	Administrator of Special Projects 2.25 Hire an Administrator of special projects to help with the development and implementation of the Transitional Kindergarten Plan and Expanded Learning Opportunity Program	\$158,000.00	 All Students
2.26	Site Supplemental Support for Unduplicated students 2.26 Provide funds to each school site for the purpose of providing site personnel, tools and materials that ensure that unduplicated students receive services that provide additional academic support and eliminate the barriers to access a high quality of instruction.	\$570,000.00	 English Learners Foster Youth Low Income

GOAL

3

Increase awareness of, and work to ameliorate, the social and mental health of students (due in part to the effects of the pandemic) by promoting healthy self-care, providing opportunities for open discussions around identified issues; promoting a positive, safe, and supportive school climate; and creating opportunities for meaningful parent input and participation. (Engagement)



3.1	Student, Family and Staff SEL & Climate Surveys 3.1 Survey students, families and staff multiple times each year to identify areas of where to better support the needs of students, families and staff; and to monitor the effectiveness of existing strategies and practices.	\$17,500.00	 All Students
3.2	Caring School Community SEL Program 3.2 With support from the school counselors and Lead Mental Health Counselor, implement the Caring School Community Social Emotional Learning program to build school-wide communities, develop students social skills and social emotional learning competencies and develop a community focused stance on discipline.	\$0.00	 All Students
3.3	Staff Wellness Support 3.3 Provide a staff wellness program to support social emotional well being and resilience through collaboration, wellness resources and professional development	\$0.00	 All Students
3.4	Informing Families of Student Progress 3.4 On a regular basis, individually inform families regarding their child's engagement, academic and social emotional progress through providing multiple avenues of communication including both virtual and in-person conferences and phone calls.	\$0.00	 All Students
3.5	Parent Engagement and Involvement 3.5 Increase and enhance engagement and involvement for underserved families in school level programs and decision making opportunities by reviewing family survey results, identifying strategies and practices that eliminate barriers for families to engage.	\$0.00	 English Learners Foster Youth Low Income
3.6	School Climate and Safety Teams 3.6 Assemble school climate and safety teams at each school that are tasked with develop strategies based on data to improve school community culture and school climate by: <ul style="list-style-type: none"> • ensuring the safety protocols are up-to date and in place; • aligning the elements of the adopted SEL curriculum taught in the classroom with the school wide policies and practices • make sure a site level process for welcoming new students and families is in place. 	\$3,000.00	 All Students
3.7	Student Study Team Process 3.7 Establish SST process at each school that is aligned with the MTSS and produces an action plan to address attendance, academic and social emotional concerns about individual students or groups of students.	\$3,000.00	 All Students
3.8	Foster Youth and Homeless Protected Youth School Site Liaison 3.8 Assign a Protected Youth District Liaison at each school to serve as site case manager for all students experiencing homelessness and foster youth who will collaborate with the classroom teachers, district student service administrator and the SMCOE Safe and Supportive School Director to support the needs through training and developing support plans.	\$27,500.00	 Foster Youth Low Income

3.9	Social Emotional and Mental Health Intervention/Support 3.9 Site administrators, counselors and support staff will provide avenues for students and families to access social emotional and mental health support by collaboration with the district Social Emotional Wellness (SEW) team and developing and monitoring plans for intervention and counseling support.	\$774,280.00	 English Learners Foster Youth Low Income
3.10	Diverse Family Engagement and Leadership 3.10 Increase targeted student group families engagement by: <ul style="list-style-type: none"> encouraging and promoting representation of targeted student group families as leaders to serve on district and school committees (SSC, ELAC, DELAC, SEPAC) providing direct outreach by each school and district staff and through parent events that are accessible and directed to these specified student group families provide translation support with communications and at school/district wide events 		 English Learners Foster Youth Low Income
3.11	Social Emotional Wellness Team 3.11 Assemble a district SEW Team made up of a mental health provider and a teacher from each school site and School Psychologist to review and monitor both school-wide and individual student attendance, behavioral and mental health data in order to identify actionable support plans.	\$6,000.00	 All Students
3.12	Student Attendance 3.12 Monitor student attendance regularly, identify school attendance barriers and provide support to families of students with poor attendance through school site Screen Teams, Student Study Team and Social Emotional Wellness team and provide Tier 2 supports with identified chronically absent and truant students.	\$6,000.00	 Low Income
3.13	SEL Curriculum Training 3.13 Provide training to teachers and staff on our adopted SEL curriculum.	\$2,000.00	 All Students
3.14	Outreach Services and Resources 3.14 In partnership with Pacifica Resources Center, provide regular outreach and ongoing communication regarding resources and services available that support the safety, social emotional and physiological needs of our low income students and families.	\$2,000.00	 Foster Youth Low Income
3.15	Implicit Bias and Culturally Relevant Professional Development 3.15 Provide staff training on cultural awareness and implicit biases, with a focus on implementing a systematic approach to raising awareness of implicit bias, to ensure cultural sensitivity and subsequent culturally responsive pedagogy, so that every student has the opportunity, access, and support needed to achieve success.	\$60,000.00	 English Learners Foster Youth Low Income

3.16	World Language Program in Spanish 3.16 Maintain FLES at Sunset Ridge and Spanish class for 8th graders at IBL	\$136,000.00	 English Learners
3.17	Support for Chronic Absenteeism for selected student groups 3.17 Provide personnel to monitor support and assist in improving attendance with unduplicated student groups at all schools.	\$115,000.00	 English Learners Foster Youth Low Income
3.18	Addressing Attendance and Chronic Absenteeism at Sunset Ridge 3.18 The SMCOE team, through a process of continuous improvement framework, will help PSD staff develop a plan of action to improve attendance and reduce chronic absenteeism, starting with Sunset Ridge Elementary School as the initial model.	\$0.00	 English Learners Foster Youth Low Income
3.19	Disciplinary Incidences Data Collection 3.19 All School Sites will document through Synergy, all reported disciplinary incidences that happen at school for the purpose of identifying the types of offenses being reported and creating school-wide plans to effectively address common types of offenses.	\$0.00	 All Students
3.20	Developing Inclusive Practices 3.20 Develop in consultation with Changing Perspectives a shared definition and understanding of inclusion at all of the schools through development of inclusion goals that are individualized per site.	\$20,000.00	 All Students
3.21	Parent Informational Meetings 3.21 Provide opportunities for parents/guardians, specifically parents/guardians of English learners, Foster youth and socioeconomically disadvantages, to attend staff led informational or workshop meetings around core curriculum content, instructional and social emotional/mental health practices used at the school. A survey will be sent out to determine preferred focuses for these informational meetings or workshops.	\$20,000.00	 English Learners Foster Youth Low Income

Educational Partner

Major Changes for 2023-24

We Want to Increase

We Want to Decrease

Pacifica School District

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