



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Pacific Law Academy
Address:	1621 Brookside Rd
CDS Code:	39686760124248
District:	Stockton USD
Principal:	Richard Capello
Revision Date:	February 14, 2018
District Governing Board approved:	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Richard Capello
Position:	Principal
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SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
 - State Compensatory Education Advisory Committee _____
Signature
 - English Learner Parent Involvement Committee _____
Signature
 - Special Education Advisory Committee _____
Signature
 - Gifted and Talented Education Program Advisory Committee _____
Signature
 - District/School Liaison Team for schools in Program Improvement _____
Signature
 - Compensatory Education Advisory Committee _____
Signature
 - Departmental Advisory Committee (secondary) _____
Signature
 - Other committees established by the school or district (list): _____
Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 2/14/2018
Month Day, Year

Attested:

Richard Capello
Insert Name of Principal
Typed Name of School Principal

Maria Olivares
Insert Name of SSC Chairperson
Typed Name of SSC Chairperson

[Signature]
Signature of School Principal

Maria Olivares
Signature of SSC Chairperson

4/4/2018
Month, Day, Year

4/4/2018
Date
Month, Day, Year

Mission

Insert the school site's mission.

The Pacific Law Academy provides a supportive, student-centered college preparatory environment in which all students will develop the academic skills, career/ technical skills, and community awareness qualities that will allow them to successfully transition to a university, community college or professional career.

Vision

Insert the school site's vision.

All students will graduate prepared to attend post-secondary education.

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

The Pacific Law Academy (PLA) provides an instructional program that reflects high expectations for all students that focuses on mastery of the state standards. The focus for our students is entirely college preparatory with rigorous curriculum offered through Honors, pre-AP and Advanced Placement classes, thematic instruction in law, and all classes meeting the A-G UC/CSU entrance requirements as approved by UC Doorways.

Prior to opening on July 26th, 2011; a majority of students of the Pacific Law Academy attended the former Institute of Business, Management and Law (IBML) which was closed at the end of the 2010-2011 school year. Approximately 80% of the former IBML students attended PLA. The graduated class of 2014 marked the end of any former IBML students on the PLA campus.

The physical location of the Pacific Law Academy is adjacent to Stagg High School, Kohl Elementary School, and Walton Special School.

The current grade level enrollment is as follows:

- 9th -- 49
- 10th -- 56
- 11th -- 49
- 12th -- 41

The demographic makeup of the Pacific Law Academy is as follows:

- Hispanic (66%)
- African American (6.4%)
- Caucasian (10.3%)
- American Indian (1.5%)
- Asian/East Indian (7.9%)
- Filipino (2.5%)
- Pacific Islander (1.5%)
- 2 or more Races (3.9%)
- Socioeconomic Disadvantaged (64%)
- Disability (1%)
- English Language Learners (2.5%)

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

2016-2017 PLA LEA/School Goal 1:

- By July of 2017, the percentage of 11th grade students meeting or exceeding their expected English Language Arts growth on the Smarter Balanced Assessment Consortium (SBAC) will increase by 5% of the percentage of students who did not meet their goal as compared to the previous year's class.
- By July 2017, the percentage of all students grade 9-10 meeting their expected READING growth on the Measures of Academic Progress (MAP) will increase by 5% of the percentage of students who did not meet their goal as compared to the previous year's tested class.

2016-2017 PLA LEA/School Goal 2:

- By July of 2017, the percentage of 11th grade students meeting or exceeding their expected MATH growth on the Smarter Balanced Assessment Consortium (SBAC) will increase by 5% of the percentage of students who did not meet their goal as compared to the previous year's class.
- By July 2017, the percentage of all students grade 9-10 meeting their expected MATH growth on the Measures of Academic Progress (MAP) will increase by 5% of the percentage of students who did not meet their goal as compared to the previous year's tested class.

2016-2017 PLA LEA/School Goal 3:

- All English Language Learner (ELL) students will improve 1 CELDT performance band level per year, and students scoring Advanced will maintain proficiency and/or reclassify.
- By July 2017, the percentage of EL students making annual progress in English development will increase by 5% from the previous year as measured by CELDT AMAO 1. The percentage of EL students being reclassified will increase by 5% from the previous year until 100% of ELL students are reclassified.

Major expenditures supporting these priorities:

- PD Conference, Title I Professional Development, \$5,792
- PD Consultant, Title I Instructional, \$11,289

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

Strategies implemented in 2016-2017:

APEX (1 section)

Instructional Rounds

Pacific Academic Work Sessions (PAWS)

Pacific Academic Work Sessions (PAWS) is a Response to Intervention model that PLA has designed to work with struggling students in one or more content areas. Although PAWS has gone through a variety of slight modifications, the strategic intervention has overcome any barriers of creative interpretation, and staff is in agreement as to the intent and implementation of the intervention strategy.

With the introduction of AVID into the curriculum for school year 2017-2018, the previous administrator and staff attending the 2017 summer retreat agreed to use tutorials as a focus for intervention. However, three months into the school year, it became obvious that we, as a staff, was not prepared to effectively offer tutorials as an intervention. By consensus, it was determined that the staff needed further professional development in AVID strategies prior to implementing tutorials into PAWS. As a result, teachers agreed to return to the original design for PAWS and modify it by focusing on a core content lesson for four consecutive weeks before switching.

Therefore, beginning in January 2018, there will be a rotating priority of four weeks beginning with math and moving on to science, language arts, social science, and art/foreign language. A lesson will be prepared and reviewed on the previous Friday for distribution Monday morning. The common lesson will allow teachers to discuss formative assessments in their PLC teams as well as common strategies.

Teachers whose subject has priority will be able to draft students who need additional support for the Wednesday and Thursday PAWS sessions. Drafting of students must be completed by Monday, and students will be notified during the Monday PAWS lesson on their assigned classroom for Wednesday and Thursday PAWS sessions.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

Strategies that were implemented in the 2017-2018 school year to improve student achievement include:

AVID in grades 9 and 10

PLUS

Dual Enrollment through San Joaquin Delta College

A refocus on law as a theme through the curriculum and emphasis to motivate students to succeed.

Professional development for teachers in connecting the PLC and data process to inform instruction and lower D and F grades.

A targeted effort to increase critical thinking and writing skills across the curriculum.

AVID, PLUS, and the PLC process as PLA is now implementing it are all new or modified programs, and no data is available to establish effectiveness or ineffectiveness at this time.

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

The School Site Council reviewed the SPSA along with the former Administrator, Ms. Carol Sanderson, on March 9, 2017. Principal Sanderson made recommendations where additional Title I funds were needed and how those expenditures were aligned to the Single Plan for Student Achievement (SPSA).

The SSC reviewed its responsibilities under state law and district governing board policies, sought and considered recommendations from the site administrator, reviewed the content requirements for school plans included in the SPSA, and approved the SSC at a public meeting on March 10, 2017. The SSC then met periodically throughout the year to monitor the school plan.

The site is in need of an Advisory Committee to recommend CTE goals and objectives and share ideas to compliment the school plan. Although the site has a small amount of English Language Learners (currently 5 students), 37% of PLA students are reclassified and would benefit from the addition of a English Learner Parent Involvement Committee.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

By July of 2017, the percentage of 11th grade students meeting or exceeding their expected English Language Arts growth on the Smarter Balanced Assessment Consortium (SBAC) increased by 5% of the percentage of students who did not meet their goal as compared to the previous year’s class.

By July 2017, the percentage of all students grade 9-10 meeting their expected READING growth on the Measures of Academic Progress (MAP) increased by 5% of the percentage of students who did not meet their goal as compared to the previous year’s tested class.

However, By July of 2017, the percentage of 11th grade students meeting or exceeding their expected MATH growth on the Smarter Balanced Assessment Consortium (SBAC) did not increase by 5% of the percentage of students who did not meet their goal as compared to the previous year’s class, and the percentage of all students grade 9-10 meeting their expected MATH growth on the Measures of Academic Progress (MAP) did not increase by 5% of the percentage of students who did not meet their goal as compared to the previous year’s tested class.

Furthermore, although ELL students scored advanced on the CELDT exam and could have reclassified with a good MAP score, the goal for English Language Learners was not met because the MAP exam was not tested across the site with fidelity, and teachers and students alike did not take the test seriously.

In the future, MAP testing will be provided to students at or near 100% and not less than 95% of the grade level targeted to test. The effect MAP results will have in combination with the new ELPAC exam on reclassification is not known at this time.

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

AVID in grades 9 and 10

PLUS

Dual Enrollment through San Joaquin Delta College

A refocus on law as a theme through the curriculum and emphasis to motivate students to succeed.

Professional development for teachers in connecting the PLC and data process to inform instruction and lower D and F grades.

A targeted effort to increase critical thinking and writing skills across the curriculum.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Suspension rate increased by .3%

Pacific Law Academy has gone through a transition in leadership. Consequently, a new focus on teacher professional development towards improving our professional learning community has begun to unfold. An emphasis on MAP testing and math tutorials, and a restructured PAWS program that makes more sense for students academically and adds further structure to student academics are expected to lower Ds and Fs and, in turn, make students feel more successful and build student confidence on their way to college and career.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

The CAASP scores in math decreased between 2016 and 2017. Although students increased their scores in ELA, there seems to be an achievement gap in math. As a result, PLA has increased the number of hours tutors are available on campus to assist students. Furthermore, our AVID program for grades 9 and 10 has been implemented and offers tutorials as part of the curriculum. Finally, PAWS sessions will be increased for math assistance.

MAP testing will be utilized with fidelity to test 95-100% of all students in grades 9-11 and any 12th grade ELL students.

PLC process will focus on data and utilizing data to inform instruction.

Professional development will be offered teachers who need to raise rigor in the classroom to the standard of advanced placement in grades 9-12.

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

9th grade Parent Title I Meeting: 08/16/2016

Academic Conferences: 1/31/2017, 2/2/2017, 2/7/2017

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

Pacific Law Academy will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 College & Career Prep Opportunities	To continue implementation of a monitoring system for students to meet A-G requirements.	# of students meeting A-G requirements # of students not meeting A-G requirements # of students being case managed	6 weeks	\$25,190 \$87,887 (Salary/Benefits)	Title I LCFF	12151
1.2 Student Intervention	Provide students with structured supplemental instruction to augment core instruction through invention, such as strategies from PAWS (Pacific Academic Work Sessions) and AVID, extend year activities (e.g., summer school).	# of Students with D grades # of students with F grades (Decrease D and F rate) # of students drafted	6 weeks	\$7,570 (Teacher Additional Comp) \$3,000 (Instructional Materials)	Title I	11500 43110
1.3 Academic Student Achievement	Provide EL students with Integrated and Designated ELD instruction across curriculum through increased teacher professional development	# of EL students # of RFEP students # of EL students with D grades # of EL students with F grades # of RFEP students with D grades # of RFEP students with F grades # of trainings attended	3 weeks	\$0	LCFF	

		# of teachers mastering Integrated /Designated ELD instruction strategies				
		Pre/post assessments				
		# of teachers observations				
		# of teacher observation with ELD feedback				

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 College & Career Prep Opportunities	To continue implementation of a monitoring system for students to meet A-G requirements.	# of students meeting A-G requirements # of students not meeting A-G requirements # of students being case managed	6 weeks	\$25,190 \$87,887 (Salary/Benefits)	Title I LCFF	12151
2.2 Student Intervention	Provide students with structured supplemental instruction to augment core instruction through invention, such as strategies from PAWS (Pacific Academic Work Sessions) and AVID, extend year activities (e.g., summer school).	# of Students with D grades # of students with F grades (Decrease D and F rate) # of students drafted	6 weeks	\$7,570 (Teacher Additional Comp) \$3,000 (Instructional Materials)	Title I	11500 43110
2.3 Academic Student Achievement	Provide EL students with Integrated and Designated ELD instruction across curriculum through increased teacher professional development	# of EL students # of RFEP students # of EL students with D grades # of EL students with F grades # of RFEP students with D grades # of RFEP students with F grades # of trainings attended	3 weeks	\$0	LCFF	

		<p># of teachers mastering Integrated /Designated ELD instruction strategies</p> <p>Pre/post assessments</p> <p># of teachers observations</p> <p># of teacher observation with ELD feedback</p>				
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Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 College & Career Prep Opportunities	To continue implementation of a monitoring system for students to meet A-G requirements.	# of students meeting A-G requirements # of students not meeting A-G requirements # of students being case managed	6 weeks	\$25,190 \$87,887 (Salary/Benefits)	Title I LCFF	12151
3.2 Student Intervention	Provide students with structured supplemental instruction to augment core instruction through invention, such as strategies from PAWS (Pacific Academic Work Sessions) and AVID, extend year activities (e.g., summer school).	# of Students with D grades # of students with F grades (Decrease D and F rate) # of students drafted	6 weeks	\$7,570 (Teacher Additional Comp) \$3,000 (Instructional Materials)	Title I	11500 43110
3.3 Academic Student Achievement	Provide EL students with Integrated and Designated ELD instruction across curriculum through increased teacher professional development	# of EL students # of RFEP students # of EL students with D grades # of EL students with F grades # of RFEP students with D grades # of RFEP students with F grades # of trainings attended	3 weeks	\$0	LCFF	

		<p># of teachers mastering Integrated /Designated ELD instruction strategies</p> <p>Pre/post assessments</p> <p># of teachers observations</p> <p># of teacher observation with ELD feedback</p>				
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LCAP GOAL 2: Safe and Healthy Learning Environments

Pacific Law Academy will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide professional development opportunities to staff to support awareness of student safety and connectedness.	# of school climate related trainings # of teachers trained Pre/post assessment	Quarterly	See Goal 1	See Goal	See Goal 1

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide professional development opportunities to staff to support awareness of student safety and connectedness.	# of school climate related trainings # of teachers trained Pre/post assessment	Quarterly	See Goal 1	See Goal	See Goal 1

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide professional development opportunities to staff to support awareness of student safety and connectedness.	# of school climate related trainings # of teachers trained Pre/post assessment	Quarterly	See Goal 1	See Goal	See Goal 1

LCAP Goal 3: Meaningful Partnerships

Together, Pacific Law Academy, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	Increase parent engagement activities through student-led academic conferences that encourage parent and teacher relationships	# of student led academic conferences # of parents attending # of parent contacts occurrences (e.g. email, telephone, face to face)	Semester	\$719 \$6 (Parent Meeting)	Title I	43400

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	Increase parent engagement activities through student-led academic conferences that encourage parent and teacher relationships	# of student led academic conferences # of parents attending # of parent contacts occurrences (e.g. email, telephone, face to face)	Semester	\$719 \$6 (Parent Meeting)	Title I	43400

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	Increase parent engagement activities through student-led academic conferences that encourage parent and teacher relationships	# of student led academic conferences # of parents attending # of parent contacts occurrences (e.g. email, telephone, face to face)	Semester	\$719 \$6 (Parent Meeting)	Title I	43400

Section V: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Richard Capello Roxanne Platt	Nov 2017		X		X		
Marie Orsi Eugene Hubl Joseph Toy Doug Phipps	Nov 2017	2019		X X X X			
Laurie Crawford Yvonne Soto Maria Olivares	Nov 2017	2019				X X X	
Gonzalo Macias Keyarra Akra Correy Crawford	Nov 2017						X X X
Numbers of members of each category:			1	3	1	3	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: PACIFIC LAW ACADEMY

Revised Preliminary Allocations 2017-18 with 2016-17 Carryover

2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 Instructional- General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp				7,570	\$ 7,570.00	Goal 1 - 2
11700	Teacher Substitute					\$ -	
12151	Counselor			25,190		\$ 25,190.00	Goal 1 - 1
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
19101	Instructional Coach					\$ -	
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
						\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 25,190.00	\$ 7,570.00	\$ 32,760.00	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials				3,000	\$ 3,000.00	Goal 1 - 2
43200	Non-Instructional Materials					\$ -	
43400	Parent Meeting		725			\$ 725.00	Goal 3 - 1
44000	Equipment					\$ -	
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 725.00	\$ -	\$ 3,000.00	\$ 3,725.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement					\$ -	
56530	Equipment Repair					\$ -	
52150	Conference					\$ -	
59140	Telephone					\$ -	
58450	License Agreement					\$ -	
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ -	\$ -	\$ -	\$ -	
	Total		\$ 725.00	\$ 25,190.00	\$ 10,570.00	\$ 36,485.00	
	Differential		-	-	-	-	
	2016-17 Carryover		6	9,720		9,726	
	Revised 2017-18 Allocation		719	26,040		26,759	
			725	35,760		36,485	

SCHOOL NAME: PACIFIC LAW ACADEMY
Preliminary Budget Allocation - LCFF
2017-2018

Refer to LCAP

Object	Description	FTE	LCFF/SCE 23030	LCFF/SCE 23031	TOTAL BUDGET
			Instructional - SCE/General	Extended Day/Year	
Personnel Cost-Including Benefits					
11500	Teacher - Add Comp				\$ -
11700	Teacher Substitute				\$ -
12151	Counselor				\$ -
13201	Assistant Principal				\$ -
19101	Program Specialist				\$ -
19101	Instructional Coach				\$ -
19500	Instr. Coach-Add Comp				\$ -
21101	Instructional Assistant				\$ -
21101	CAI Assistant				\$ -
21101	Bilingual Assistant				\$ -
24101	Library Media Clerk				\$ -
29101	Community Assistant				\$ -
	Additional Comp/Hourly				\$ -
					\$ -
	TOTAL PERSONNEL COST		\$ -	\$ -	\$ -
Books & Supplies					
42000	Books				\$ -
43110	Instructional Materials				\$ -
43200	Non-Instructional Materials				\$ -
43400	Parent Meeting				\$ -
44000	Equipment				\$ -
43150	Software				\$ -
	Sub-Total-Supplies		\$ -	\$ -	\$ -
Services					
57150	Duplicating				\$ -
57250	Field Trip-District Trans				\$ -
57160	Nurses				\$ -
57400	CorpYard				\$ -
56590	Maintenance Agreement				\$ -
56530	Equipment Repair				\$ -
52150	Conference				\$ -
59140	Telephone				\$ -
58450	License Agreement				\$ -
58720	Field Trip-Non-District Trans				\$ -
58920	Pupil Fees				\$ -
58100	Consultants-instructional				\$ -
58320	Consultants-Noninstructional				\$ -
	Sub-total-Services		\$ -	\$ -	\$ -
	Total		\$ -	\$ -	\$ -
	Differential		-	-	-
	Allocations				-

SPSA Alignment
(Goal - Line)