

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Pacific Law Academy Charter

Contact Name and Title

Richard Capello
Principal

Email and Phone

rcapello@stocktonusd.net
209-933-7475, ext. 8703

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Established in the fall of 2011 as a Dependent Charter under Stockton Unified School District (SUSD) and under the wings of University of the Pacific, the Pacific Law Academy Charter High School (PLA) provides a rigorous instructional program that reflects high expectations for all students and that focuses on mastery of the state standards. The academic focus is college preparatory with thematic instruction in law. With the exception of an ASB Leadership class, all classes meet a-g UC/ CSU entrance requirements.

PLA offers a rigorous advanced placement curriculum with pre-AP classes in grade 9 and AP classes in grades 10-12. Beginning in 2018-2019, PLA will offer a Career Technical Education (CTE) pathway in law through classes in Law and Society, Administration of Justice, and Mock Trial. Thematic instruction in Psychology and Forensics (Anatomy and Physiology) will continue to be offered as well. PLA hosts two law days each year, inviting community leaders and legal experts to speak to our students and parents. In 2017-2018, PLA administration worked in partnership with San Joaquin Delta College to offer Dual-enrollment college courses on the PLA campus and joined an Advisory Committee with SJ Delta College Pathway to Law program.

Pacific Law Academy benefits from a diverse student enrollment (63% Hispanic, 9% African American, 12% White, 4% Filipino, 3% Chinese, 7% Other Asian, Pacific Islander, Native American, and 1.5% Two or more races). Within the class of 2018, 9 students were the first in their family to graduate high school, and 15 students will be the first in their family to attend college. Nearly 70% of our student population qualified for fee waivers based on income. Stockton Unified School District (SUSD) is located in one of 39 areas in California identified as economically distressed by the California Trade and Commerce Agency.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Pacific Law Academy (PLA) has increasingly improved on the alignment of the Local Control Accountability Plan (LCAP) to ensure the processes and systems from various plans and activities are captured under one document and communicate effectively to aid in providing one common voice.

- GOAL 1 – Student Achievement: PLA 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. 5 Categories; 6 Actions/Services (pp. 36-49)
- State Priority: 2 – Implementation of State Standards, 4 – Student Achievement, 7 – Course Access, 8 – Other Pupil Outcomes
- District Goal: 1 - Every child by the end of 9th grade will demonstrate mastery of Algebra concepts and application. 2- Every child by the end of 12th grade will graduate and be college or career ready.
- Administrative Expectations: Achievement Expectations, Environmental Expectations, PLC Expectations, Compliance Expectations, Multi-Tiered System of Supports Expectations (MTSS), Professional Expectations.
- LEA Plan: 1 - All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2018-2019, 2 - All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics; 3 - By 2016-2017, all students will be taught by highly qualified teachers; 5 - All students will graduate from high school.
- Single Plan for Student Achievement: Planned improvements in student performance, goal 1: English

Language Arts/Reading; goal 2: Mathematics; goal 3: English Learner Outcomes; goal 4: College and Career Readiness.

- Master Plan for English Learners: Part IV: Standards, Assessment, and Accountability - 1 – EL students will progress towards English language proficiency within 1 year of entering the EL Program at PLA (p. 18); 2 – EL and RFEP students will achieve academic success (p. 18)
- WASC: Action Plan 1: Increase student achievement through implementation of researched based instructional practices in the classroom and strategically targeted intervention for students requiring additional support; Action Plan 2: Increase support and intervention for Freshman learners.
- Charter Petition—Renewal: Measurable student outcomes and other uses of data.
- GOAL 2 – Safe and Healthy Learning Environments: SUSD 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. 4 Categories; 4 Actions/Services (pp. 50-58)
- State Priority: 1 – Basic Services, 6 – School Climate
- Administrative Expectations: Achievement Expectations, Environmental Expectations, PLC Expectations, Compliance Expectations, Multi-Tiered System of Supports Expectations (MTSS), Professional Expectations.

- LEA Plan: 3 - By 2018-2019, all students will be taught by highly qualified teachers; 4 - All students will be educated in learning environments that are safe, drug - free, and conducive to learning.
- GOAL 3 – Meaningful Partnerships: Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society. 7 Categories; 13 Actions/Services (pp. 59-71)
- State Priority: 3 – Parent Involvement, 5 – Student Engagement
- Master Plan for English Learners: Part I: Parent Involvement
- Single Plan for Student Achievement: Planned improvements in student performance, goal 5: Parent and Community Involvement.
- WASC: Action Plan 3: Increased parental involvement; Action Plan 4: Creation of Pacific Law Academy Advisory Group and increase community connections

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA 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.

Greatest Progress

Based on the data that PLA has utilized throughout the school year, we are very proud of our student achievement as it pertains to increased passage rates on Advanced Placement exams, the number of Advanced Placements exams we have given; which for 2017-2018, 146 students took 258 exams in all subject areas. The majority of our students continue to demonstrate proficiency in ELA and are increasing their proficiency in Mathematics. In addition, we celebrate our 9th, 10th, and 11th grade students who have performed outstandingly on their PSAT exams with 88 students who have scored 1000 or above. Our students continue improving their Math skills through one-on-one tutoring from University of the Pacific tutors and after-school tutoring provided by site faculty.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on the LCFF Evaluation Rubrics (California School Dashboard), Pacific Law Academy (PLA) does meet the criteria for areas of improvement; however, as a school site, we are continually monitoring student progress as it relates to academic growth, discipline and attendance.

The following area has been identified as an area for improvement to facilitate positive results in student achievement.

Increase the Implementation of PLA Strategies and Expectations with Fidelity:

Resulting from Faculty strategic planning and collective commitments, PLA will ensure consistency in the 2018-2019 roll-out and use of VISIBLE LEARNING strategies and activities that impact the student and their attainment of academic success. Through an efficient and effective PLC structure and careful analysis of data, including having appropriate systems in place, PLA will have verifiable and creditable data to provide recommendation of implementation, enhancement or discontinuation of initiatives/programs based on their level of implementation. Furthermore, by determining the level of fidelity administration can work with faculty members who are not meeting the requirements for the initiatives/programs to develop action plans for adherence.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Based on the data from the LCFF Evaluation Rubrics, Pacific Law Academy (PLA) does not meet the criteria for performance gaps; however, we will continue monitoring and measuring student progress for academic success.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Pacific Law Academy (PLA) provides all students the opportunity to participate in an AP Curriculum beginning in the 9th grade with pre-AP English and progresses through grades 10 – 12 offering Pre-AP English Grade 10, Grade 11: AP European History, AP US History, AP Statistics, AP Composition, AP Chemistry/AP Biology; Grade 12: AP Government, AP Calculus, AP Chemistry/AP Biology, and AP Literature.

PLA students are given the opportunity to participate in Dual Enrollment through Delta College which for the 2018-2019 school year will include Child and Adolescent Development and Communications (Speech and Debate).

PLA students in grades 9, 10, and 11 will take the PSAT exam in the Fall of the school year as a measurement of college readiness. Beginning in 2018-2019, PLA students in grade 11 will all take the SAT exam on site.

PLA students entering grade 9 will be assigned to AVID and utilize AVID tutorials as an additional intervention.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$2,300,524
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$1,561,348.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Some General Fund expenditures funded with Lottery, Mandated Cost, Federal, State and local Restricted programs were not included in the LCAP as they may not be included.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$2,083,020

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Student Achievement

Pacific Law Academy (PLA) 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<div>Metric/Indicator State Priority 2A: Implementation of the academic content and performance standards adopted by the state board. 17-18 To maintain the percentage of K-12 classrooms that have standards-aligned Units of Study in Mathematics and English Language Arts. (Verified by SUSD Curriculum Department Units of Study Master List.)</div>	<div>Pacific Law Academy Charter High School consists of students in grades 9-12. PLA offers a rigorous curriculum of pre-AP and Advanced Placement classes beginning in grade 9. PLA offers a math extended year program in order to ensure students are aligned in algebra or the appropriate math level entering high school. PLA especially recognizes the need to assist 9th grade students in transitioning to the academic rigor and organizational skills in order to be successful in their first year of high school. PLA offers math tutoring during school hours provided by UOP students, after school tutoring provided by staff, and AVID tutorials provided in cooperation between AVID instructors and tutors.</div>

Expected

Baseline

Baseline (2015-2016):

103 ELA Units of Study

99 Math Units of Study

Data Source: SUSD Curriculum Department Unit of Study Master List

Metric/Indicator

State Priority 2B: How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency?

17-18

To maintain the percentage of English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)

Baseline

Baseline (2015-2016):

100%

Data Source: SUSD Site
Master Schedules, Synergy

Metric/Indicator

State Priority 4A: Statewide Assessments

17-18

To increase the percentage of students overall that exceeded or met English Language Arts (ELA)/Literacy and Math standards as determined by the Smarter Balanced Assessment (SBAC). (Verified by CAASPP, SUSD Illuminate by PT School reports.)

Actual

Pacific Law Academy does not have a significant subgroup of English language learners, however we contract for services with Stockton Unified School District and receive assistance as needed. All English learners access the CCSS.

All but five PLA students once designated as ELL had been reclassified prior to the 2017-18 school year. Of the five students remaining designated ELL, four have been reclassified during the 2017-18 school year.

The baseline listed for 2015-2016 was not Pacific Law Academy's (PLA's) baseline. PLA's actual baseline was:

60% ELA

40% Math

Data Source CAASPP

Expected

Baseline

Baseline (2015-2016):

22% SBAC ELA

18% SBAC Math

Data Source: CAASPP, SUSD Illuminate by PT School

Metric/Indicator

State Priority 4B:

The Academic Performance Index

17-18

The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.

Baseline

Baseline (2014-2015):

The Academic Performance Index was suspended by the California State Board of Education indefinitely; therefore, no data reported.

Metric/Indicator

State Priority 4C: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks.

17-18

To increase the percentage of students that have completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework. (Verified by CALPADS.)

Actual

The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.

The baseline listed for 2015-2016 was not PLA's baseline. The previous and current actual was 100%.

Expected

Baseline

Baseline (2015-2016):

26%

Data Source: CALPADS

Metric/Indicator

State Priority 4D: The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board.

17-18

To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)

Baseline

Baseline (2015-2016):

AMAO 1 has been suspended by the California State Board of Education indefinitely; therefore, no data reported.

AMAO 2 has been suspended by the California State Board of Education indefinitely; therefore, no data reported.

Data Source: CALPADS, CELDT

Metric/Indicator

State Priority 4E: The English learner reclassification rate.

17-18

To increase the English Learner reclassification rate. (Verified by Dataquest.)

Actual

Pacific Law Academy students continue to exceed the district and county averages for English proficiency.

Following the 2017-18 school-year, PLA only had one EL student not reclassified as English proficient. In the current year, 4 of 5 (80%) EL students were reclassified.

Expected

Baseline

Baseline (2015-2016):

8% English Learners redesignated

Data Source: Dataquest

Metric/Indicator

State Priority 4F: The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

17-18

To increase the overall percentage of students who have passed at least one advanced placement (AP) examination with a score of 3 or higher. (Verified by CollegeBoard AP Exam.)

Baseline

Baseline (2015-2016):

32%

Data Source: College
Board AP Exam

Metric/Indicator

State Priority 4G: The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

17-18

To increase the percentage of students in Grade 11 who will demonstrate college preparedness in English Language Arts (ELA) and Mathematics pursuant to the Early Assessment Program. (Verified by CALPADS, SBAC/EAP in ELA and Mathematics.)

Actual

The number of Advanced Placements exams given by PLA in school-year 2017-2018 resulted in 146 students taking 258 exams in all subject areas. The number of students scoring 3 or higher in 2017 was 26%.

The baseline listed for 2015-2016 was not Pacific Law Academy's (PLA's) baseline. PLA's actual baseline was:
60% ELA
40% Math
Data Source CAASPP

Expected

Baseline

Baseline (2015-2016):

21% SBAC/EAP ELA

13% SBAC/EAP Math

Data Source: CALPADS,

SBAC/EAP in ELA and Math

Metric/Indicator

State Priority 7A: A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.

17-18

To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

Yes

Data Source: CALPADS

Metric/Indicator

State Priority 7B: Programs and services developed and provided to unduplicated pupils.

Actual

PLA students attend grades 9-12 in areas of English, Math, Social Science, Science, PE, VAPA, and elective classes such as leadership, AVID, and theater. Students receive math tutoring during school hours through a contract with UOP and after-school with faculty as well as 9th graders fulfilling AVID tutorial requirements in necessary curriculum to meet or exceed proficiency standards. Students also have the option of taking APEX as intervention and enroll in Dual-Enrollment courses through San Joaquin Delta College.

Pacific Law Academy Academy serves grades 9-12 using the Advanced Placement and thematic instruction model.. Students receive math tutoring during school hours through a contract with UOP and after-school with faculty as well as 9th graders fulfilling AVID tutorial requirements in necessary curriculum to meet or exceed proficiency standards. Students also have the

Expected

17-18

To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including ELD program courses, SDAIE. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

Yes

Data Source: CALPADS

Metric/Indicator

State Priority 7C: Programs and services developed and provided to pupils with exceptional needs.

17-18

To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including levels of least restrictive environment (resource support, pull out, and one on one support), learning center models, and behavior/mental health/physical support. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

Yes

Data Source: CALPADS

Actual

option of taking APEX as intervention and enroll in Dual-Enrollment courses through San Joaquin Delta College.

Pacific Law Academy Academy serves grades 9-12 using the Advanced Placement and thematic instruction model.. Students receive math tutoring during school hours through a contract with UOP and after-school with faculty as well as 9th graders fulfilling AVID tutorial requirements in necessary curriculum to meet or exceed proficiency standards. Students also have the option of taking APEX as intervention and enroll in Dual-Enrollment courses through San Joaquin Delta College.

Expected

Metric/Indicator

State Priority 8A: Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

17-18

To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.)

To increase the percentage of grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by MAP, CALPADS.)

Baseline

Baseline (2015-2016):

16% met grade level proficiency in Reading

18% met grade level proficiency in Math

Data Source: MAP

Actual

The baseline listed for 2015-2016 was not Pacific Law Academy's (PLA's) baseline and reflected data for Stockton Unified School District's elementary school reading. PLA's actual baseline was higher.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PSA: 1 - Instructional Materials and Supplies</p> <p>To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards.</p>	<p>Each teacher utilized \$500 for instructional materials and supplies. The initial budget was for \$6000.</p>	<p>4000-4999: Books And Supplies LCFF \$4,500</p>	<p>PSA 1.1 4000-4999: Books And Supplies 0100 LCFF Supp/Conc \$5,911</p>

PSA1.1 Increase classroom supplies and resources to teachers

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PSA: 2 - Professional Learning for SUSD Staff and Parents</p> <p>To provide staff and parents professional learning opportunities that promote efficient parent/student and parent/educator strategies to aid in the improvement of their students' academic success.</p> <p>PSA2.1 Training involving core curriculum, assessments and strategies parents may use at home to partner with teachers for student achievement</p>	<p>Professional development for teachers in student-led conferences where parents discuss strategies parents may use at home to assist in student academic growth. Professional development continued through 2017-2018, but student-led conferences will begin next school year.</p>	<p>5000-5999: Services And Other Operating Expenditures Other \$1,400</p>	<p>PSA 2.1 \$0</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PSA: 3 - Teacher Collaboration, Monitoring and Support</p> <p>To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross</p>	<p>Teachers attended three days of training prior to the start of the school year.</p>	<p>1000, 3000 LCFF, Other \$40,194</p>	<p>PSA 3.1 1000, 3000 LCFF, Other \$63,971</p>

grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies.

PSA3.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PSA: 4 - Implementation of Professional Learning Community (PLC) strategies</p> <p>To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success.</p> <p>PSA4.1 Training in Professional Learning Communities (PLCs)</p>	<p>Teachers will attend a PLA retreat in July 2018. This expense should be budgeted for 2018-2019.</p>	<p>1000, 3000 Other \$4,500</p>	<p>PSA 4.1 \$0</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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PSA: 5 - After School Programs To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day. PSA5.1 After School Program Homework Assistance and Tutoring	After school tutoring provided by site teachers and contracted tutors through UOP during school hours and after school throughout the school year.	1000, 2000, 3000, 4000, 5000 LCFF \$10,500	PSA 5.1 1000, 3000 0100 LCFF Supp/Conc \$2,098
			PSA 5.2 \$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Pacific Law Academy (PLA) provided all students with a well-rounded educational experience, high quality instruction, and exposure to rigorous and relevant curriculum. Programs like AVID, during and after school tutoring, PAWS and APEX intervention, and Advanced Placement curriculum paired with activities like PLUS, Leadership, and athletics offered through Stagg HS were offered throughout the year. Professional Development for teachers was offered in the areas of curriculum, Rigor and Relevance, Advanced Placement, PBIS, and the PLC process. Feedback from PLA Staff, indicate the work completed during PLA's summer retreat provided valuable professional development for staff, which led to a greater offering of strategic services to PLA students. This process of holding a professional retreat for PLA teachers to work in isolation away from Stockton, has made a positive impact for teachers and students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

PSA-1 Each teacher utilized \$500 for instructional materials and supplies.

PSA-1.1 Additional classroom supplies and resources were appropriated through other funding sources as necessary.

PSA-2 Professional development for teachers in student-led conferences where parents discuss strategies parents may use at home to assist in student academic growth. Professional development continued through 2017-2018, but student-led conferences will begin next school year; therefore, there was no actual expense for the current school-year.

PSA-2.1 Pacific Law Academy (PLA) continues to strive for parent participation and administration continues to push a parent as partners campaign to teachers. PLA administration believes that students increase their opportunity for success with academic support from parents outside of school hours. We continue to research the best means for parent participation and the appropriate training for parents.

PSA-3 Teachers attended three days of Professional Development training prior to the start of the school year. Teachers worked with the PLC process and developed collaboration strategies. Teachers agreed on an Action Walk template and Collaboration document to complete as a PLC whenever they meet, Teachers also discussed the Pacific Academy Work Sessions (PAWS) and set parameters for lessons and student intervention.

PSA-3.1 Teachers collaborate as a PLC every Friday for 50 minutes. Teachers meet by departments or faculty to discuss routine systems and student academic achievement. Teachers continuously interpret data based on formative assessments, MAP testing, and other standardized exams as well as in-class behavior and academic progress.

PSA-4 Teachers will attend a PLA retreat in July 2018. Last year's retreat occurred in June, and the budget was created with the mindset that this year the retreat again would have been scheduled in June. However, the plans for a PLA retreat were changed to accommodate Math Summer School in June.

PSA-4.1 Teachers participated in on-site PLC training and actual work within a PLC process

PSA-5 After school homework assistance and tutoring provided by site teachers, and tutoring contracted through UOP during school hours, provided students with intervention as necessary. All PLA students had access to these academic resources.

PSA-5.1 Teachers offer mentoring and tutoring after school hours in math and science.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

PSA-1 Each teacher utilized \$500 for instructional materials and supplies. The initial budget was for \$6000 because a teacher resigned mid-year, and we filled her position with a temporary FTE. Teachers depend on a small budget to deliver necessary resources to students to promote student achievement.

PSA-1.1 Teachers will attend a PLA retreat in July 2018. This expense should be budgeted for 2018-2019. Teachers benefit through the opportunity to attend Professional Development away from Stockton, and the information they bring back to their classrooms improve the systems determined to be successful at PLA and increase student engagement and student success.

PSA-2 Professional development for teachers in student-led conferences where parents discuss strategies parents may use at home to assist in student academic growth. Professional development continued through 2017-2018, but student-led conferences will begin next school year.

PSA-2.1 PLA administration continues to research best practice to train parents in core curriculum, assessments and strategies which they would be able to utilize at home to partner with teachers for student achievement.

PSA-3 Teachers attended three days of training prior to the start of the school year. Teachers are trained in tight and loose procedures and systems in order to increase use of best practice in the classroom and benefit student learning.

PSA-3.1 Teachers continued to participate in in-house Professional Development throughout the year in PLC process and collaboration, rigor and relevance, and student-led conferences.

PSA-4 Teachers will attend a PLA retreat in July 2018. This expense should be budgeted for 2018-2019.

PSA-4.1 Teachers participated in on-site PLC training and actual work within a PLC process. Teachers practice participation in a PLC for 50 minutes each Friday where they discuss student achievement, develop SMART goals, and commit to common strategies to attain standard proficiency, student engagement, and increase student skills.

PSA-5 Tutors contracted through UOP did not begin until after the fall break, and UOP did not support PLA with as many tutors during school hours as we asked for. After-school tutoring was supported by staff resources throughout the school year, especially in science and math.

PSA-5.1 After-school tutoring was supported by staff resources throughout the school year, especially in science and math.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Safe and Healthy Learning Environments

Pacific Law Academy (PLA) 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>State Priority 1A: Teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.</p> <p>17-18</p> <p>To increase upon the number of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. (Verified by SUSD Human Resource reports.)</p>	<p>The Baseline data listed for 2016-2017 in this area is not reflective of Pacific Law Academy. The actual and baseline for 2016-2017 should have been listed as 100%. Teachers of Pacific Law Academy are assigned and fully credentialed in the subject areas and for the pupils they are teaching at a rate of 100%</p>

Expected

Baseline

Baseline (2016-2017):

86%

Data Source: SUSD Human

Resource Reports

Metric/Indicator

State Priority 1B: Every pupil in the school district has sufficient access to the standards-aligned instructional materials.

17-18

To maintain the percentage of students will have sufficient access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.)

Baseline

Baseline (2015-2016):

100%

Data Source: SUSD District

Textbook Sufficiency Resolution

Metric/Indicator

State Priority 1C: School facilities are maintained in good repair.

17-18

To increase the number of school facilities in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).)

Actual

Every pupil in Pacific Law Academy has sufficient access to the standards-aligned instructional materials.

The baseline listed for 2015-2016 is not reflective of PLA's baseline. The actual baseline and current is 75%. The campus consists of 10 portables and 3 science classrooms, along with 3 additional portables utilized as the administrative office, leadership room, and book room/ teacher lounge area. At least two buildings require extensive repair of rotting wood sidings. Two restrooms accommodate students, and routinely 15 adult staff members and 2 parent volunteers share one restroom.

Expected

Baseline

Baseline (2015-2016):

61.1%

Data Source: Facilities Inspection Tool (FIT), School Accountability Report Card (SARC)

Metric/Indicator

State Priority 6A: Pupil suspension rates.

17-18

To decrease suspension rates. (Verified by SUSD Student Information System, CALPADS.)

Baseline

Baseline (2015-2016):

9.4% suspension rate

Data Source: SUSD Student

Information System, CALPADS

Metric/Indicator

Disproportionate student suspension rate of all significant subgroups will continue to decrease.

17-18

To decrease disproportionate student suspension rate of all significant subgroups.
(verified by SUSD Student Information System, CALPADS)

Actual

The baseline listed for 2015-2016 is not reflective of PLA's baseline. The actual baseline is 2.3 suspensions in any subgroup. The current rate is 3 suspensions in any subgroup.

The baseline listed for 2015-2016 is not reflective of PLA's baseline. The actual baseline is 2.3 suspensions in any subgroup. The current rate is 3 suspensions in any subgroup.

Expected

Baseline

Baseline (2015-2016):

6,165 Total Suspensions

49.78% Hispanic

30.53% African American

7.72% Caucasian

3% Other

.58% American Indian/Alaskan Native

5.04% Asian

Data Source: SUSD Student Information System, CALPADS

Metric/Indicator

State Priority 6B:Pupil expulsion rates.

17-18

To decrease expulsion rates. (Verified by SUSD Student Information System, CALPADS.)

Baseline

Baseline (2015-2016):

.08% expulsion rate

Data Source: SUSD Student Information System, CALPADS

Metric/Indicator

Disproportionate student expulsion rate of all significant subgroups will continue to decrease.

Actual

The baseline listed for 2015-2016 is not reflective of PLA's baseline. The actual baseline and current is 0%.

The baseline listed for 2015-2016 is not reflective of PLA's baseline. The actual baseline and current is 0%.

Expected

17-18

To decrease disproportionate student expulsion rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)

Baseline

Baseline (2015-2016):

51 Total Expulsions

47.06% Hispanic

37.25% African American

5.88% Caucasian

1.96% Other

1.96% American Indian/Alaskan Native

5.88% Asian

Data Source: SUSD Student Information System and CALPADS

Metric/Indicator

State Priority 6C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

17-18

To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)

Baseline

Baseline (2014-2015):

82%

Data Source: California Healthy Kids Survey (CHKS)

Actual

The baseline listed for 2014-2015 is incorrect. The actual and current baseline is reflective of 9th and 11th grade students only.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLE: 1 - Facility Support To provide students and educators with facilities that are clean and functional to received and deliver instruction. PLE1.1 Custodial/Maintenance Services Gap Restoration (.5 FTE)	Custodial support provided by full time custodian assigned to PLA.	2000, 3000, 5000, 6000 LCFF, Other \$27,971	PLE 1.1 2000, 3000 0000 LCFF Base \$29,001

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLE: 2 - Basic Instruction and Teacher Staffing To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment. PLE2.1 Basic Instruction and Teacher Staffing	Instruction provided to students by 11 teachers in areas of English, math, Social Science, science, art, AVID, and elective classes.	1000, 3000 LCFF, Other \$983,603	PLE 2.1 1000, 3000 LCFF, Other \$1,099,144

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PLE: 3 - Health Services</p> <p>To provide student and families with appropriate health services interventions to be healthy and more able to learn.</p> <p>PLE3.1 Subacute Health Care Services Response and Management</p>	<p>Health services provided by nurse one day a week on site or students utilize Stagg HS Healthy Start program for non-academic counseling and sport physicals.</p>	<p>1000, 2000, 3000 LCFF \$5,758</p>	<p>PLE 3.1 5700-5799: Transfers Of Direct Costs 1100 Unrestricted Lottery \$5,483</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PLE: 4 - School Counseling</p> <p>To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness.</p> <p>PLE4.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion</p>	<p>Academic counseling and college preparation provided to all students on a consistent basis.</p>	<p>1000, 3000 LCFF \$85,869</p>	<p>PLE 4.1 1000, 3000 LCFF, Other \$146,479</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Pacific Law Academy students are offered a safe and secure learning environment. The Baseline data listed for 2016-2017 in this area is not reflective of Pacific Law Academy. The actual and baseline for 2016-2017 should have been listed as 100% teachers are credentialed and teaching in their core subjects. All students (100%) have access to credentialed teachers teaching in their subject matter. The actual baseline for suspensions at PLA is 2.3 suspensions in any subgroup. The current rate is 3 suspensions in any subgroup. The baseline listed for 2015-2016 for expulsions is not reflective of PLA's baseline. The actual baseline, and current expulsion rate is 0%.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

PLE-1 Custodial support provided by full time custodian assigned to PLA. Although the portable classrooms are older and may be rotting in spots, the Custodian support allows for the expectation of a clean and environmentally sound learning atmosphere.

PLE-1.1 Custodial support increased by 50% over 2016-2017.

PLE-2 Instruction provided to students by 11 teachers in areas of English, math, Social Science, science, art, AVID, and elective classes.

PLE-2.1 At the end of the school year, PLA lost a teacher to retirement, a teacher to transfer, and three teachers departed, one on a mid-year resignation, and two after fulfilling their temporary contract.

PLE-3 Health services provided by nurse one day a week on site or students utilize Stagg HS Healthy Start program for non-academic counseling and sport physicals.

PLE-3.1 Health services provided by nurse one day a week on site or students utilize Stagg HS Healthy Start program for non-academic counseling and sport physicals. Healthy Start has the capacity and resources to assist with minor physical injury as well as social-emotional counseling services, athletic physicals and tobacco awareness programs.

PLE-4 Academic counseling and college preparation provided to all students on a consistent basis. PLA seniors have been able to gain scholarships, grants and financial aide as a result of an intense four-year counseling plan.

PLE-4.1 Counseling Services for Social Emotional, Behavioral, Academic Learning Supports and A-G course completion is split as a result of the PLA Charter and the physical location of Pacific Law Academy. The PLA Counselor consistently works with all students to develop academic support and a-g guidance. As a result, of the 40 recent PLA graduates, 18 will be attending a four-year university,

and 22 will be attending community college. Social and emotional counseling is referred to Healthy Start at Stagg HS. Behavior counseling is generally handled by the site administrator and by the site counselor in the principal's absence.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

PLE-1 A full FTE Custodian provides students and educators facilities that are clean and functional to receive and deliver instruction.

PLE-1.1 Custodial support increased by 50% over 2016-2017.

PLE-2 Instructional support included an above average number of substitute teachers, including a science teacher that transitioned from a long-term substitute to a temporary contracted teacher in physics. A veteran teacher resigned as a result of personal commitments, and this cost PLA another few weeks of substitutes before a new temporary teacher was assigned to the class (AP European History). Further, a veteran teacher took 20 days out of the classroom completing his administration credential.

PLE-2.1 Instructional support included an above average number of substitute teachers, including a science teacher that transitioned from a long-term substitute to a temporary contracted teacher in physics. A veteran teacher resigned as a result of personal commitments, and this cost PLA another few weeks of substitutes before a new temporary teacher was assigned to the class (AP European History). Further, a veteran teacher took 20 days out of the classroom completing his administration credential.

PLE-3 Health services provided by nurse one day a week on site or students utilize Stagg HS Healthy Start program for non-academic counseling and sport physicals. Healthy Start has the capacity and resources to assist with minor physical injury as well as social-emotional counseling services, athletic physicals and tobacco awareness programs.

PLE-3.1 Health services provided by nurse one day a week on site or students utilize Stagg HS Healthy Start program for non-academic counseling and sport physicals. Healthy Start has the capacity and resources to assist with minor physical injury as well as social-emotional counseling services, athletic physicals and tobacco awareness programs.

PLE-4 Because of PLA's small enrollment, PLA has an FTE for one academic counselor. However, because she is the only counselor, she has been doing the job as a Guidance Chair, including going to meetings and completing work for the district intended to be completed by Guidance Chairs. PLA's Counselor is currently paid 80% out of general funds and 20% out of Title I funds.

PLE-4.1 Counseling Services for Social Emotional, Behavioral, Academic Learning Supports and A-G course completion is split as a result of the PLA Charter and the physical location of Pacific Law Academy. The PLA Counselor consistently works with all students to develop academic support and a-g guidance. As a result, of the 40 recent PLA graduates, 18 will be attending a four-year university,

and 22 will be attending community college. Social and emotional counseling is referred to Healthy Start at Stagg HS. Behavior counseling is generally handled by the site administrator and by the site counselor in the principal's absence.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

PLE-1 A full time FTE increases the custodial support by 50% over last 2016-2017. As a result, administration is able to set a flexible work schedule in order to best provide resources to maintain classrooms, offices, lounge areas, restrooms, parking lots, and common areas.

PLE-1.1 Custodial support increased by 50% over 2016-2017. The baseline listed for 2015-2016 is not reflective of PLA's baseline. The actual baseline and current is 75%. The campus consists of 10 portables and 3 science classrooms, along with 3 additional portables utilized as the administrative office, leadership room, and book room/ teacher lounge area. At least two buildings require extensive repair of rotting wood sidings. Two restrooms accommodate students, and routinely 15 adult staff members and 2 parent volunteers share one restroom.

PLE-2 PLA retained seven teachers of the eleven assigned. Teachers will continue to be credentialed in the subjects they teach at 100%.

PLE-2.1 Instruction provided to students by 11 teachers in areas of English, math, Social Science, science, art, AVID, and elective classes.

PLE-3 Health services provided by nurse one day a week on site or students utilize Stagg HS Healthy Start program for non-academic counseling and sport physicals. Healthy Start has the capacity and resources to assist with minor physical injury as well as social-emotional counseling services, athletic physicals and tobacco awareness programs.

PLE-3.1 Health services provided by nurse one day a week on site or students utilize Stagg HS Healthy Start program for non-academic counseling and sport physicals. Healthy Start has the capacity and resources to assist with minor physical injury as well as social-emotional counseling services, athletic physicals and tobacco awareness programs.

PLE-4 PLA's goal is to transition from a counselor FTE to a Guidance Chair FTE in order to align the FTE with the duties she is expected to perform. Besides being called on to perform Guidance Chair duties, the PLA counselor is also acting administrator in the absence of the site principal. The counselor has been performing these duties consistently over the years without appropriate compensation.

PLE-4.1 Counseling Services for Social Emotional, Behavioral, Academic Learning Supports and A-G course completion is split as a result of the PLA Charter and the physical location of Pacific Law Academy. The PLA Counselor consistently works with all students to develop academic support and a-g guidance. As a result, of the 40 recent PLA graduates, 18 will be attending a four-year university, and 22 will be attending community college. Social and emotional counseling is referred to Healthy Start at Stagg HS. Behavior counseling is generally handled by the site administrator and by the site counselor in the principal's absence.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Meaningful Partnerships

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<div>Metric/Indicator State Priority 3A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school-site. 17-18 To maintain the number of sites offering opportunities for outreach and parent input and participation in making decisions for the school district and the individual school site through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees.(Verified by SUSD District and Site Participation Reports.)</div>	<div>Pacific Law Academy is a single charter school serving grades 9- 12. The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district goals. Parent outreach and meetings occurred.</div>

Expected

Baseline

Baseline (2015-2016):

49 schools

Data Source: SUSD District and Site Participation Reports

Metric/Indicator

State Priority 3B: How the school district will promote parental participation in programs for unduplicated pupils.

17-18

To maintain the number of sites offering opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)

Baseline

Baseline (2015-2016):

49 schools

Data Source: SUSD District and Site Participation Reports

Metric/Indicator

State Priority 3C: How the school district will promote parental participation in programs for individuals with exceptional needs.

17-18

To maintain the number of sites offering opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.)

Actual

Pacific Law Academy is a single charter school serving grades 9- 12. The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district goals. Parent outreach and meetings occurred.

Pacific Law Academy is a single charter school serving grades 9- 12. The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district goals. PLA will continue to promote parent participation in SSC, PSTA, College informational meetings, FAFSA, Open House, Back to School Night, Tiger Tuesday, Law Day, and general volunteer work on site throughout the year through School Messenger, Website, and digital media.

Expected

Baseline

Baseline (2015-2016):

49 schools

Data Source: SUSD District and Site Participation Reports

Metric/Indicator

State Priority 5A: School attendance rates.

17-18

To increase attendance rates. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

94.37%

Data Source: SUSDS Student Information System, BiTech

Metric/Indicator

State Priority 5B: Chronic absenteeism rates.

17-18

To decrease chronic absenteeism rates. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

7.95%

Data Source: SUSDS Student Information System

Metric/Indicator

State Priority 5C: Middle school dropout rates.

Actual

The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district attendance data. Pacific Law Academy baseline attendance data significantly exceeds that of Stockton Unified School District.

The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district attendance data. Pacific Law Academy baseline attendance data significantly exceeds that of Stockton Unified School District.

The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district attendance data. Pacific Law Academy baseline should not reflect middle school data.

Expected

17-18

To decrease middle school dropout rates. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

.3%

Data Source: CALPADS

Metric/Indicator

To decrease middle school dropout rates. (Verified by CALPADS.)

17-18

To decrease high school dropout rates. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

13%

Data Source: CALPADS

Metric/Indicator

State Priority 5E: High school graduation rates.

17-18

To increase high school graduation rates. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

81%

Data Source: CALPADS

Actual

The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district attendance data. Pacific Law Academy baseline should not reflect middle school data.

The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district attendance data. Pacific Law Academy (PLA) baseline should reflect 100% graduation rate. High School graduation efforts at PLA have been successful and this remains a goal.

Actions / Services

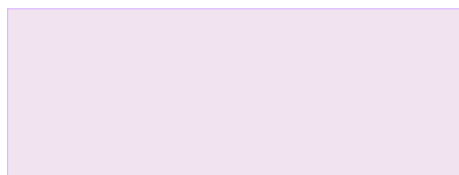
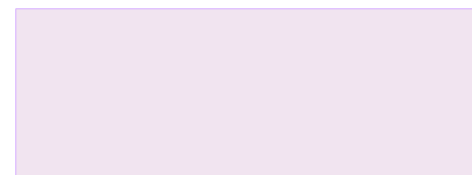
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PMP: 1 - Parent Empowerment To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success. PMP1.1 Parent Academy, Parent Meetings - Tiger Talk Tuesdays PMP1.2 College Information Nights PMP1.3 Back to School activities	Activities PMP 1.1-1.3 offered to parents in workshops and/or ongoing events but no funds are spent on these activities.	1000, 2000, 3000, 4000, 5000 LCFF \$0	PMP 1.1 \$0 PMP 1.2 \$0 PMP 1.3 \$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PMP: 2 - Parent and School Communication To provide and maintain systems of communication that meets the needs of the school, parents, students and the community. PMP2.1 Continuous improvement of system of communication with SUSD community and stakeholders.	The purchase of a web app to increase communication between all stakeholders in the PLA community has been researched and placed on hold until the 2018-2019 school year.	2000, 3000, 5000 LCFF \$2,600	PMP 2.1 \$0 PMP 2.2 \$0



Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PMP: 3 - Parent and Teacher Engagement</p> <p>To foster the parent and teacher relationships to work in unison towards a common goal of supporting students.</p> <p>PMP3.1 Academic Assemblies</p>	<p>Students are rewarded with shirts and certificates. However, no funds are spent through LCAP.</p>	<p>1000, 3000 Other \$0</p>	<p>PMP 3.1 \$0</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PMP: 4 - Student Engagement and Leadership Opportunities</p> <p>To provide all students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success.</p> <p>PMP4.1 Opportunities for students to participate in clubs and activities (National Honor Society/California Scholarship Foundation)</p>	<p>Funding for NHS fees, but we did not have an advisor for the club this school year. PE money is spent through common core PSA 1.1 above.</p>	<p>1000, 2000, 3000, 4000 LCFF \$500</p>	<p>PMP 4.1 \$0</p> <p>PMP 4.2 \$0</p> <p>PMP 4.3 \$0</p>

PMP4.2 Peer Leaders Uniting Students (PLUS) Program supporting inclusiveness, Anti-Bullying, LGBT Summit/Awareness, and positive school climate

PMP4.3 Physical Education

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PMP: 5 - Extended Learning Opportunities</p> <p>To provide students with opportunities beyond the school year to advance their individual level of proficiency academically, socially, and emotionally.</p> <p>PMP5.1 Summer Enrichment for grade 9</p>	<p>Students entering the 9th grade are given the opportunity to attend math classes in the summer extended year. Three or four classes will be available for students June 4-29.</p>	<p>5000-5999: Services And Other Operating Expenditures Other \$1,500</p>	<p>PMP 5.1 1000, 3000 Other \$15,578</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PMP: 6 - Visual and Performing Arts (VAPA) Activities</p> <p>To provide students with hands on activities and exposure to</p>	<p>Funding for VAPA comes out of general funds. No additional funds are utilized.</p>	<p>1000, 2000, 3000 LCFF \$0</p>	<p>PMP 6.1 \$0</p>

opportunities in areas beyond the core instructional requirements.

PMP6.1 Visual and Performing Arts Activities

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PMP: 7 - Student Attendance Accountability</p> <p>To provide a system of supports that enables students to be academically successful through regular and on-time attendance.</p> <p>PMP7.1 Improve student attendance accountability and truancy intervention</p>	<p>Attendance initiatives were not set up for this school year; however, a plan will be in place to offer attendance initiatives in 2018-2019.</p>	2000, 3000 LCFF \$0	PMP 7.1 \$13,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Pacific Law Academy is a single charter school serving grades 9- 12. The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district goals. PLA will continue to promote parent participation through our SSC, PSTA, College informational meetings, FAFSA, Open House, Back to School Night, Tiger Tuesday, Law Day, and general volunteer work on site throughout the year through School Messenger, Website, and digital media.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

PMP-1 Activities PMP 1.1-1.3 offered to parents in workshops and/or ongoing events but no funds were spent on these activities because of the limited participation. PLA will continue to seek ways to increase parent participation in various parent meetings including monthly Tiger Talk Tuesdays, College Information Nights, and Back to School activities.

PMP-1.1 Activities PMP 1.1-1.3 offered to parents in workshops and/or ongoing events but no funds were spent on these activities because of the limited participation. PLA will continue to seek ways to increase parent participation in various parent meetings including monthly Tiger Talk Tuesdays, College Information Nights, and Back to School activities.

PMP-1.2 Activities PMP 1.1-1.3 offered to parents in workshops and/or ongoing events but no funds were spent on these activities because of the limited participation. PLA will continue to seek ways to increase parent participation in various parent meetings including monthly Tiger Talk Tuesdays, College Information Nights, and Back to School activities.

PMP-1.3 Activities PMP 1.1-1.3 offered to parents in workshops and/or ongoing events but no funds were spent on these activities because of the limited participation. PLA will continue to seek ways to increase parent participation in various parent meetings including monthly Tiger Talk Tuesdays, College Information Nights, and Back to School activities.

PMP-2 The purchase of a web app to increase communication between all stakeholders in the PLA community has been researched and placed on hold until the 2018-2019 school year.

PMP-2.1 PLA will continue to research best means to provide continuous improvement of system of communication with PLA and SUSD community and stakeholders.

PMP-3 PLA teachers are continuously connecting with parents through Jupiter grades and Parent Vue (Synergy). PLA holds SST meetings as needed on Tuesdays, and all teachers, counselor and administrator are present and actively participating.

PMP-3.1 PLA Students who demonstrate high achievement in the classroom and PSAT exams are rewarded with shirts and certificates. However, funds have been historically distributed through ASB, and no funds are spent through LCAP during the current school year.

PMP-4 Pacific Law Academy offers opportunity to provide all students with engaging and meaningful activities that drives students to be more involved and engaged in the culture and climate of the school as well as their academic success.

PMP-4.1 PLA students are offered opportunities to participate in athletics, clubs and activities. Students may join an existing club or create a club by following proper procedures set out by ASB Rules and Guidelines.

PMP-4.2 Peer Leaders Uniting Students (PLUS) Program is a class or club supporting inclusiveness, Anti-Bullying, LGBT Summit/Awareness, and positive school climate. During the current school year, PLUS was offered as a class at PLA.

PMP-4.3 Physical education class is offered to PLA 9th graders. The program collects money for uniforms at the beginning of the school year. PE also has a fund for equipment, and an inventory is taken by the PE teacher at the beginning and end of each school year.

PMP-5 PLA provides students with opportunities beyond the school year to advance their individual level of proficiency academically, socially, and emotionally through Dual Enrollment courses offered through San Joaquin Delta College. All students grades 9-12 are eligible if they register for a Delta College admission and score the minimum on the Delta Assessment exam.

PMP-5.1 PLA Students entering the 9th grade are given the opportunity to attend math classes in the summer extended year. Four classes are available for in-coming and current PLA students in Algebra Support, Algebra and Geometry.

PMP-6-6.1 Funding for VAPA comes out of general funds. No additional funds are utilized.

PMP-7-7.1 Pacific Law Academy (PLA) provides a system that supports and enables students to be academically successful through regular and on-time attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

PMP 1.1-1.3 Activities PMP 1.1-1.3 offered to parents in workshops and/or ongoing events but no funds were spent on these activities because of the limited participation. PLA will continue to seek ways to increase parent participation in various parent meetings including monthly Tiger Talk Tuesdays, College Information Nights, and Back to School activities.

PMP-2 PLA will continue to research best means to provide continuous improvement of system of communication with PLA and SUSD community and stakeholders.

PMP-2.1 PLA will continue to research best means to provide continuous improvement of system of communication with PLA and SUSD community and stakeholders.

PMP-3 PLA teachers are continuously connecting with parents through Jupiter grades and Parent Vue (Synergy). PLA holds SST meetings as needed on Tuesdays, and all teachers, counselor and administrator are present and actively participating.

PMP-3.1 Students who demonstrate high achievement in the classroom and PSAT exams are rewarded with shirts and certificates. However, funds have been historically distributed through ASB, and no funds are spent through LCAP during the current school year.

PMP-4 Pacific Law Academy offers opportunity to provide all students with engaging and meaningful activities that drives students to be more involved and engaged in the culture and climate of the school as well as their academic success. These activities are held during the PLA extended lunch or after school, and students fund raise to establish their club budgets following proper ASB Rules and Guidelines.

PMP-4.1 PLA Students are encouraged to join an existing club or create a club. These activities are held during the PLA extended lunch or after school, and students fund raise to establish their club budgets following proper ASB Rules and Guidelines. Funding for National Honor Society (NHS) was not needed because the club did not have any advisor and, therefore, did not exist during the current school year.

PMP-4.2 Pacific Law Academy joined several SUSD school sites and created a PLUS class during the current school year. No PLA funds were spent toward this program.

PMP-4.3 Physical education class is offered to PLA 9th graders. The program collects money for uniforms at the beginning of the school year. PE also has a fund for equipment, and an inventory is taken by the PE teacher at the beginning and end of each school year.

PMP-5 PLA provides students with opportunities beyond the school year to advance their individual level of proficiency academically, socially, and emotionally through Dual Enrollment courses offered through San Joaquin Delta College. All students grades 9-12 are eligible if they register for a Delta College admission and score the minimum on the Delta Assessment exam.

PMP-5.1 PLA Students entering the 9th grade are given the opportunity to attend math classes in the summer extended year. Four classes are available for in-coming and current PLA students in Algebra Support, Algebra and Geometry. Expenditures include teacher salaries, resources and material.

PMP-6-6.1 Funding for VAPA comes out of general funds. No additional funds are utilized.

PMP-7-7.1 Attendance initiatives were not set up for this school year; however, a plan will be in place to offer attendance initiatives in 2018-2019. PLA is committed to Improve a system of interventions, rewards and consequences to address student attendance accountability and truancy intervention.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

PMP-1.1-1.3 PLA will continue to seek ways to increase parent participation in various parent meetings including monthly Tiger Talk Tuesdays, College Information Nights, and Back to School activities. Teachers and staff are committed to utilizing parents as partners toward the successful academic achievement of our students.

Pacific Law Academy is a single charter school serving grades 9- 12. The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district goals. Parent outreach and meetings occurred.

PMP-2-2.1 PLA will continue to research best means to provide continuous improvement of system of communication with PLA and SUSD community and stakeholders through the PLA website, a new web app and School Messenger. The safety and security of PLA students continues to be a fundamental focus, and the attention to an improved communication system would be able to keep parents informed of students' safety as well as as academic progress.

PMP-3-3.1 Students who demonstrate high achievement in the classroom and PSAT exams are rewarded with shirts and certificates. PLA intends to increase the number of students rewarded based on attendance, MAP scores, and GPA bumps.

PMP-4-4.2 Student clubs will continue to meet during lunches or after school. However, as a result of changing teaching personnel, PLUS will revert to a club and will need additional support and resources.

PMP-4.3 PLA students will have the option to purchase a PLA PE uniform or purchase a like uniform from a local shopping establishment of the parents' choice. Funding for PE equipment will continue through SUSD district support and PLA general funds.

PMP-5 PLA will continue to support students academically throughout the school year with San Joaquin Delta College class offerings through a Dual Enrollment Program and a math extended year program. At least one Delta class will be offered to all PLA students per semester, and Algebra, Algebra Support and Geometry will be offered and accessed by current and in-coming PLA students based on academic needs.

PMP-6-6.1 Funding for VAPA will increase as a result of an additional advanced art class and advanced theater arts. PLA will continue to offer VAPA classes to all students to meet graduation requirements.

PMP-7-7.1 PLA is committed to Improve a system of interventions, rewards and consequences to address student attendance accountability and truancy intervention. A plan will be in place to offer attendance intervention, rewards and consequences in 2018-

2019. The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district attendance data. Pacific Law Academy baseline attendance data significantly exceeds that of Stockton Unified School District.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Stockton Unified School District (SUSD) stakeholders, including bargaining units, community members, county programs, community organizations and others have been invited and involved in development of the 2017-2020 Local Control Accountability Plan.

The SUSD LCAP web page (www.stocktonusd.net/LCAP) was updated periodically to include dates for this year's events and planning and information about development of the plan.

The initial outreach was conducted during two Board of Education meetings (April 11, 2017 and April 25, 2017) to provide a foundation of the LCAP progress, status, and providing information on the state mandated changes.

Immediately following, the district began meeting with stakeholders (Union Leaders – April 26, 2017, SUSD Teachers – April 27, 2017, APSARA Community – April 28, 2017) to advise them on the status of last year's plan, what was funded and how well it is working so far, and to gain input on the new plan.

District staff communicated with the Parent Advisory Committee (PAC) and District English Learner Parent Advisory Committee/District English Learner Parent Involvement Committee (DELAC/DELPIC) initially seeking input in the development of the Community LCAP Survey tool. This occurred in January 2017 and February 2017 prior to the finalization of the survey and posting on the district's website and electronic mail notifications. In addition, the PAC (May 15, 2017 and May 30, 2017) and DELAC/DELPIC (May 24, 2017) informational meetings were held on and let our stakeholder groups know planning was underway, a review of the draft LCAP and invited their input.

On March 1, 2017, the district opened the Community LCAP Survey and closing it on April 7, 2017. Stakeholders were informed of the survey and encouraged to participate through communication via their school sites, district electronic mail communiqué, SUSDConnects newsletter, and posting on the district's website. The district continued its outreach to students with the assistance of the PLUS Coordinator and this year received more than 2,170 responses to questions surrounding the SUSD 2017-2020 LCAP. Again, many of those suggestions recommended more ... (review LCAP survey results)

Throughout the 2016-2017 LCAP year, the district has communicated using various vehicles to carry the information to our stakeholders, which again include, employees, teachers, parents/families, students, and the community – anyone who has an interest

or maybe affected by actions/services within the LCAP. One vehicle is using the School Site Council meetings. Although these meetings in the past typically were primarily for Title I funding, the district realized during the 2015-2016 LCAP year that important information and feedback could be provided in a two-way communication stream. Therefore, the LCAP Team coordinated with the State and Federal Programs Directors and staff to incorporate LCAP conversations with parents and the community when evaluating and revising their Single Plan for Student Achievement.

In June, a Board Study Session included a presentation on the status of the draft LCAP and Annual Plan and a walkthrough of the document highlighting the accomplishments and barriers and the directions for actions/services to contribute in meeting the increased or improved services requirements as indicated in Education Code.

Following, on June 20, 2017, a public hearing was held to present the final LCAP and Annual Plan. District staff presented a walkthrough of the document highlighting changes and consolidations, then took notes on public comment. Following a review of the public comments was conducted with the LCAP Team and district level Administrators for appropriate response if any.

On June 27, 2017, district staff presented the final LCAP and Annual Plan for approval to the Board of Trustees. (Or is it the Board of Education?)

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stockton Unified School District continued to work with the San Joaquin County Office of Education (SJCOE) LCAP Team in the development of the 2017-2020 LCAP and Annual Update, specifically relating to the state mandated changes.

Starting in October 2016, district LCAP staff met with SJCOEs LCAP Team to briefly review the three goals: 1) student achievement, 2) safe and healthy learning environments, and 3) meaningful partnerships. These goals continued to align with the district's Blueprint for Student Achievement, Local Education Plan, and the new Administrative Expectations.

The goal statements have been conveyed to stakeholders with positive acknowledgement:

Student Achievement

SUSD 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.

Safe and Healthy Learning Environments

SUSD 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.

Meaningful Partnerships

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

In April 2016, district LCAP staff developed a presentation to the Board of Education referencing the three goals within the LCAP. No communication was received to modify the goals; therefore, they have been left as is.

During prior year's LCAP presentations, a comment was expressed to improve the length of the LCAP. While this has not been a concern during the 2016-2017 LCAP year, district staff are making conscious efforts to streamline and improve the content included aiding in a more environmentally friendly document and easier readability by stakeholders.

Through positive feedback, district staff will continue to provide the "at-a-glance" project summary report of the 2017-2020 LCAP actions/services as it provides a greater level of transparency and cross-references with the prior LCAPs.

The district's LCAP Team reviewed the 2016-2017 LCAP actions/services with staff involved in the implementation and oversight of activities. The LCAP Team provided a summary of the status and change that may be required for greater implementation or discontinuation. These comments were then provided to Cabinet level administrators reviewed the 2016-17 LCAP actions/services along with the Community LCAP Survey, stakeholder input, Evaluation Rubrics: California School Dashboard data, and district level data to determine which actions/services would continue into the 2017-2020 LCAP and Annual Update plan.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Student Achievement

Pacific Law Academy (PLA) 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

PLA Students Need:

- Teachers that deliver high quality instruction through the implementation of State Standards. Data Source: SUSD Curriculum and Language Development Department
- Meet or exceed standards on state and MAP testing. Data Source: CAASSP, MAP, SUSD Illuminate by PT Schools
- Fluency in the English language. Data Source: CALPADS, CELDT
- Algebra proficiency by Grade 9 (Concepts and Applications). Data Source: CALPADS, MAP
- Graduate High School and be College/Career Ready by Grade 12. Data Source: CALPADS, Career Cruising, SBAC/EAP in ELA and Math

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 2A: Implementation of the academic content and performance standards adopted by the state board.	Baseline (2015-2016): 103 ELA Units of Study 99 Math Units of Study Data Source: SUSD Curriculum Department Unit of Study Master List	To maintain the percentage of K-12 classrooms that have standards-aligned Units of Study in Mathematics and English Language Arts. (Verified by SUSD Curriculum Department Units of Study Master List.)	To maintain the percentage of K-12 classrooms that have standards-aligned Units of Study in Mathematics and English Language Arts. (Verified by SUSD Curriculum Department Units of Study Master List.)	To maintain the percentage of K-12 classrooms that have standards-aligned Units of Study in Mathematics and English Language Arts. (Verified by SUSD Curriculum Department Units of Study Master List.)
State Priority 2B: How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency?	Baseline (2015-2016): 100% Data Source: SUSD Site Master Schedules, Synergy	To maintain the percentage of English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)	To maintain the percentage of English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)	To maintain the percentage of English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)
State Priority 4A: Statewide Assessments	Baseline (2015-2016): 22% SBAC ELA 18% SBAC Math	To increase the percentage of students overall that exceeded or met English Language Arts (ELA)/Literacy and	To increase the percentage of students overall that exceeded or met English Language Arts (ELA)/Literacy and	To increase the percentage of students overall that exceeded or met English Language Arts (ELA)/Literacy and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Data Source: CAASPP, SUSD Illuminate by PT School	Math standards as determined by the Smarter Balanced Assessment (SBAC). (Verified by CAASPP, SUSD Illuminate by PT School reports.)	Math standards as determined by the Smarter Balanced Assessment (SBAC). (Verified by CAASPP, SUSD Illuminate by PT School reports.)	Math standards as determined by the Smarter Balanced Assessment (SBAC). (Verified by CAASPP, SUSD Illuminate by PT School reports.)
State Priority 4B: The Academic Performance Index	Baseline (2014-2015): The Academic Performance Index was suspended by the California State Board of Education indefinitely; therefore, no data reported.	The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.	The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.	The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.
State Priority 4C: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks.	Baseline (2015-2016): 26% Data Source: CALPADS	To increase the percentage of students that have completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework. (Verified by CALPADS.)	To increase the percentage of students that have completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework. (Verified by CALPADS.)	To increase the percentage of students that have completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework. (Verified by CALPADS.)
State Priority 4D: The percentage of English learner pupils who make progress toward English	Baseline (2015-2016): AMAO 1 has been suspended by the	To increase the percentage of English Learners that make progress toward English	To increase the percentage of English Learners that make progress toward English	To increase the percentage of English Learners that make progress toward English

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board.	<p>California State Board of Education indefinitely; therefore, no data reported.</p> <p>AMAO 2 has been suspended by the California State Board of Education indefinitely; therefore, no data reported.</p> <p>Data Source: CALPADS, CELDT</p>	proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)	proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)	proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)
State Priority 4E: The English learner reclassification rate.	<p>Baseline (2015-2016): 8% English Learners redesignated</p> <p>Data Source: Dataquest</p>	To increase the English Learner reclassification rate. (Verified by Dataquest.)	To increase the English Learner reclassification rate. (Verified by Dataquest.)	To increase the English Learner reclassification rate. (Verified by Dataquest.)
State Priority 4F: The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	<p>Baseline (2015-2016): 32%</p> <p>Data Source: College Board AP Exam</p>	To increase the overall percentage of students who have passed at least one advanced placement (AP) examination with a score of 3 or higher. (Verified by CollegeBoard AP Exam.)	To increase the overall percentage of students who have passed at least one advanced placement (AP) examination with a score of 3 or higher. (Verified by CollegeBoard AP Exam.)	To increase the overall percentage of students who have passed at least one advanced placement (AP) examination with a score of 3 or higher. (Verified by CollegeBoard AP Exam.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 4G: The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.	Baseline (2015-2016): 21% SBAC/EAP ELA 13% SBAC/EAP Math Data Source: CALPADS, SBAC/EAP in ELA and Math	To increase the percentage of students in Grade 11 who will demonstrate college preparedness in English Language Arts (ELA) and Mathematics pursuant to the Early Assessment Program. (Verified by CALPADS, SBAC/EAP in ELA and Mathematics.)	To increase the percentage of students in Grade 11 who will demonstrate college preparedness in English Language Arts (ELA) and Mathematics pursuant to the Early Assessment Program. (Verified by CALPADS, SBAC/EAP in ELA and Mathematics.)	To increase the percentage of students in Grade 11 who will demonstrate college preparedness in English Language Arts (ELA) and Mathematics pursuant to the Early Assessment Program. (Verified by CALPADS, SBAC/EAP in ELA and Mathematics.)
State Priority 7A: A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.	Baseline (2015-2016): Yes Data Source: CALPADS	To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs. (Verified by CALPADS.)	To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs. (Verified by CALPADS.)	To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs. (Verified by CALPADS.)
State Priority 7B: Programs and services	Baseline (2015-2016): Yes	To maintain that a broad course of study is offered to all students	To maintain that a broad course of study is offered to all students	To maintain that a broad course of study is offered to all students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
developed and provided to unduplicated pupils.	Data Source: CALPADS	grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including ELD program courses, SDAIE. (Verified by CALPADS.)	grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including ELD program courses, SDAIE. (Verified by CALPADS.)	grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including ELD program courses, SDAIE. (Verified by CALPADS.)
State Priority 7C: Programs and services developed and provided to pupils with exceptional needs.	Baseline (2015-2016): Yes Data Source: CALPADS	To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including levels of least restrictive environment (resource support, pull	To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including levels of least restrictive environment (resource support, pull	To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including levels of least restrictive environment (resource support, pull

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		out, and one on one support), learning center models, and behavior/mental health/physical support. (Verified by CALPADS.)	out, and one on one support), learning center models, and behavior/mental health/physical support. (Verified by CALPADS.)	out, and one on one support), learning center models, and behavior/mental health/physical support. (Verified by CALPADS.)
State Priority 8A: Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.	<p>Baseline (2015-2016):</p> <p>16% met grade level proficiency in Reading</p> <p>18% met grade level proficiency in Math</p> <p>Data Source: MAP</p>	<p>To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.)</p> <p>To increase the percentage of grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by MAP, CALPADS.)</p>	<p>To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.)</p> <p>To increase the percentage of grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by MAP, CALPADS.)</p>	<p>To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.)</p> <p>To increase the percentage of grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by MAP, CALPADS.)</p>

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
Students with Disabilities
[Add Students to be Served selection here]

All Schools
Specific Schools: PLA
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: PLA
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

PSA: 1 - Instructional Materials and Supplies

To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards.

PSA: 1.1 Increase classroom supplies and resources to teachers

2018-19 Actions/Services

PSA: 1 - Instructional Materials and Supplies

To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards.

PSA: 1.1 Increase classroom supplies and resources to teachers

2019-20 Actions/Services

PSA: 1 - Instructional Materials and Supplies

To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards.

PSA: 1.1 Increase classroom supplies and resources to teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,500	\$6,000	\$6,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies PSA 1.1	4000-4999: Books And Supplies PSA 1.1

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

PSA: 2 - Professional Learning for SUSD Staff and Parents

To provide staff and parents professional learning opportunities that promote efficient parent/student and parent/educator strategies to aid in the

2018-19 Actions/Services

PSA: 2 - Professional Learning for SUSD Staff and Parents

To provide staff and parents professional learning opportunities that promote efficient parent/student and parent/educator strategies to aid in the

2019-20 Actions/Services

PSA: 2 - Professional Learning for SUSD Staff and Parents

To provide staff and parents professional learning opportunities that promote efficient parent/student and parent/educator strategies to aid in the

improvement of their students' academic success.

PSA2.1 Training involving core curriculum, assessments and student records information.

improvement of their students' academic success.

PSA2.1 Training involving core curriculum, assessments and student records information.

improvement of their students' academic success.

PSA2.1 Training involving core curriculum, assessments and student records information.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,400	\$1,400	\$1,400
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures PSA 2.1	5000-5999: Services And Other Operating Expenditures PSA 2.1

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

PSA: 3 - Teacher Collaboration, Monitoring and Support

To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies.

PSA3.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

PSA: 3 - Teacher Collaboration, Monitoring and Support

To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies.

PSA3.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

PSA: 3 - Teacher Collaboration, Monitoring and Support

To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies.

PSA3.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,194	\$72,165	\$72,165
Source	LCFF, Other	LCFF, Other	LCFF, Other
Budget Reference	1000, 3000	1000, 3000 PSA 3.1	1000, 3000 PSA 3.1

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
Students with Disabilities

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

PSA: 4 - Implementation of Professional Learning Community (PLC) strategies

To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success.

PSA4.1 Training in Professional Learning Communities (PLCs)

2018-19 Actions/Services

PSA: 4 - Implementation of Professional Learning Community (PLC) strategies

To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success.

PSA4.1 Training in Professional Learning Communities (PLCs)

2019-20 Actions/Services

PSA: 4 - Implementation of Professional Learning Community (PLC) strategies

To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success.

PSA4.1 Training in Professional Learning Communities (PLCs)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,500	\$4,500	\$4,500
Source	Other	1100 Unrestricted Lottery	1100 Unrestricted Lottery
Budget Reference	1000, 3000	5000-5999: Services And Other Operating Expenditures PSA 4.1	5000-5999: Services And Other Operating Expenditures PSA 4.1

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

PSA: 5 - After School Programs

To provide educational, recreational and social activities for students that aligns

2018-19 Actions/Services

PSA: 5 - After School Programs

To provide educational, recreational and social activities for students that aligns

2019-20 Actions/Services

PSA: 5 - After School Programs

To provide educational, recreational and social activities for students that aligns

with and extends beyond the mandatory instructional/academic day.

PSA5.1 After School Program Homework Assistance and Tutoring

PSA5.2 After School Program College and Career Activities

with and extends beyond the mandatory instructional/academic day.

PSA5.1 After School Program Homework Assistance and Tutor

with and extends beyond the mandatory instructional/academic day.

PSA5.1 After School Program Homework Assistance and Tutori

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,500	\$11,100	\$11,100
Source	LCFF	0000 Base, 0100 Supp/Conc	0000 Base, 0100 Supp/Conc
Budget Reference	1000, 2000, 3000, 4000, 5000	1000, 3000, 5000 PSA 5.1	1000, 3000, 5000 PSA 5.1

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Safe and Healthy Learning Environments

Pacific Law Academy (PLA) 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

PLA Students Need:

- Highly Qualified Teachers. Data Source: SARC
- Facilities in good repair. Data Source: SARC
- Textbook sufficiency. Data Source: SARC
- Safe, peaceful and healthy campus environment. Data Source: CHKS and PLUS surveys

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 1A: Teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.	<p>Baseline (2016-2017):</p> <p>86%</p> <p>Data Source: SUSD Human Resource Reports</p>	To increase upon the number of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. (Verified by SUSD Human Resource reports.)	To increase upon the number of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. (Verified by SUSD Human Resource reports.)	To increase upon the number of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. (Verified by SUSD Human Resource reports.)
State Priority 1B: Every pupil in the school district has sufficient access to the standards-aligned instructional materials.	<p>Baseline (2015-2016):</p> <p>100%</p> <p>Data Source: SUSD District Textbook Sufficiency Resolution</p>	To maintain the percentage of students will have sufficient access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.)	To maintain the percentage of students will have sufficient access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.)	To maintain the percentage of students will have sufficient access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.)
State Priority 1C: School facilities are maintained in good repair.	<p>Baseline (2015-2016):</p> <p>61.1%</p> <p>Data Source: Facilities Inspection Tool (FIT), School Accountability Report Card (SARC)</p>	To increase the number of school facilities in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).)	To increase the number of school facilities in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).)	To increase the number of school facilities in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 6A: Pupil suspension rates.	<p>Baseline (2015-2016):</p> <p>9.4% suspension rate</p> <p>Data Source: SUSD Student Information System, CALPADS</p>	To decrease suspension rates. (Verified by SUSD Student Information System, CALPADS.)	To decrease suspension rates. (Verified by SUSD Student Information System, CALPADS.)	To decrease suspension rates. (Verified by SUSD Student Information System, CALPADS.)
Disproportionate student suspension rate of all significant subgroups will continue to decrease.	<p>Baseline (2015-2016):</p> <p>6,165 Total Suspensions</p> <p>49.78% Hispanic</p> <p>30.53% African American</p> <p>7.72% Caucasian</p> <p>3% Other</p> <p>.58% American Indian/Alaskan Native</p> <p>5.04% Asian</p> <p>Data Source: SUSD Student Information System, CALPADS</p>	To decrease disproportionate student suspension rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)	To decrease disproportionate student suspension rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)	To decrease disproportionate student suspension rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 6B:Pupil expulsion rates.	<p>Baseline (2015-2016):</p> <p>.08% expulsion rate</p> <p>Data Source: SUSD Student Information System, CALPADS</p>	To decrease expulsion rates. (Verified by SUSD Student Information System, CALPADS.)	To decrease expulsion rates. (Verified by SUSD Student Information System, CALPADS.)	To decrease expulsion rates. (Verified by SUSD Student Information System, CALPADS.)
Disproportionate student expulsion rate of all significant subgroups will continue to decrease.	<p>Baseline (2015-2016):</p> <p>51 Total Expulsions</p> <p>47.06% Hispanic</p> <p>37.25% African American</p> <p>5.88% Caucasian</p> <p>1.96% Other</p> <p>1.96% American Indian/Alaskan Native</p> <p>5.88% Asian</p> <p>Data Source: SUSD Student Information System and CALPADS</p>	To decrease disproportionate student expulsion rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)	To decrease disproportionate student expulsion rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)	To decrease disproportionate student expulsion rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)
State Priority 6C: Other local measures,	Baseline (2014-2015):	To increase the percentage of students	To increase the percentage of students	To increase the percentage of students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	82% Data Source: California Healthy Kids Survey (CHKS)	in Grades 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)	in Grades 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)	in Grades 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

<p>PLE: 1 - Facility Support</p> <p>To provide students and educators with facilities that are clean and functional to received and deliver instruction.</p> <p>PLE1.1 Custodial/Maintenance Services Gap Restoration (.5 FTE)</p>	<p>PLE: 1 - Facility Support</p> <p>To provide students and educators with facilities that are clean and functional to received and deliver instruction.</p> <p>PLE1.1 Custodial/Maintenance Services Gap Restoration (.5 FTE)</p>	<p>PLE: 1 - Facility Support</p> <p>To provide students and educators with facilities that are clean and functional to received and deliver instruction.</p> <p>PLE1.1 Custodial/Maintenance Services Gap Restoration (.5 FTE)</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$27,971	\$30,000	\$30,000
Source	LCFF, Other	0000 LCFF Base	0000 LCFF Base
Budget Reference	2000, 3000, 5000, 6000	2000, 3000 PLE 1.1	2000, 3000 PLE 1.1

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

PLE: 2 - Basic Instruction and Teacher Staffing

To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment.

PLE2.1 Basic Instruction and Teacher Staffing

2018-19 Actions/Services

PLE: 2 - Basic Instruction and Teacher Staffing

To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment.

PLE2.1 Basic Instruction and Teacher Staffing

2019-20 Actions/Services

PLE: 2 - Basic Instruction and Teacher Staffing

To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment.

PLE2.1 Basic Instruction and Teacher Staffing

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$983,603	\$1,239,917	\$1,239,917
Source	LCFF, Other	LCFF, Other	LCFF, Other
Budget Reference	1000, 3000	1000, 3000 PLE 2.1	1000, 3000 PLE 2.1

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services**PLE: 3 - Health Services**

To provide student and families with appropriate health services interventions to be healthy and more able to learn.

PLE3.1 Subacute Health Care Services Response and Management

2018-19 Actions/Services**PLE: 3 - Health Services**

To provide student and families with appropriate health services interventions to be healthy and more able to learn.

PLE3.1 Subacute Health Care Services Response and Management

2019-20 Actions/Services**PLE: 3 - Health Services**

To provide student and families with appropriate health services interventions to be healthy and more able to learn.

PLE3.1 Subacute Health Care Services Response and Management

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,758	\$5,486	\$5,486
Source	LCFF	1100 Unrestricted Lottery	1100 Unrestricted Lottery
Budget Reference	1000, 2000, 3000	5700-5799: Transfers Of Direct Costs PLE 3.1	5700-5799: Transfers Of Direct Costs PLE 3.1

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

PLE: 4 - School Counseling

To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness.

PLE4.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion

2018-19 Actions/Services

PLE: 4 - School Counseling

To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness.

PLE4.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion

2019-20 Actions/Services

PLE: 4 - School Counseling

To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness.

PLE4.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$85,869	\$158,500	\$158,500
Source	LCFF	0000 LCFF Base	0000 LCFF Base
Budget Reference	1000, 3000	1000, 3000 PLE 4.1	1000, 3000 PLE 4.1

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Meaningful Partnerships

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

PLA Students Need:

- Collaboration and relationships with diverse communities and families. Data Source: Parent Empowerment Committee, Student Services, Special Education and Language Development Departments
- Students on time and attend school daily. Data Source: Child Welfare and Attendance Department, CALPADS
- Student progress monitoring. Data Source: Student Services Department, Career Cruising

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority 3A:</p> <p>Efforts the school district makes to seek parent input in making decisions for the school district and each individual school-site.</p>	<p>Baseline (2015-2016):</p> <p>49 schools</p> <p>Data Source: SUSD District and Site Participation Reports</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation in making decisions for the school district and the individual school site through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees.(Verified by SUSD District and Site Participation Reports.)</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation in making decisions for the school district and the individual school site through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees.(Verified by SUSD District and Site Participation Reports.)</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation in making decisions for the school district and the individual school site through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees.(Verified by SUSD District and Site Participation Reports.)</p>
<p>State Priority 3B: How the school district will promote parental participation in programs for unduplicated pupils.</p>	<p>Baseline (2015-2016):</p> <p>49 schools</p> <p>Data Source: SUSD District and Site Participation Reports</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee,</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee,</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee,</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)	Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)	Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)
State Priority 3C: How the school district will promote parental participation in programs for individuals with exceptional needs.	Baseline (2015-2016): 49 schools Data Source: SUSD District and Site Participation Reports	To maintain the number of sites offering opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.)	To maintain the number of sites offering opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.)	To maintain the number of sites offering opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.)
State Priority 5A: School attendance rates.	Baseline (2015-2016): 94.37% Data Source: SUSDs Student Information System, BiTech	To increase attendance rates. (Verified by CALPADS.)	To increase attendance rates. (Verified by CALPADS.)	To increase attendance rates. (Verified by CALPADS.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 5B: Chronic absenteeism rates.	Baseline (2015-2016): 7.95% Data Source: SUSDs Student Information System	To decrease chronic absenteeism rates. (Verified by CALPADS.)	To decrease chronic absenteeism rates. (Verified by CALPADS.)	To decrease chronic absenteeism rates. (Verified by CALPADS.)
State Priority 5C: Middle school dropout rates.	Baseline (2015-2016): .3% Data Source: CALPADS	To decrease middle school dropout rates. (Verified by CALPADS.)	To decrease middle school dropout rates. (Verified by CALPADS.)	To decrease middle school dropout rates. (Verified by CALPADS.)
To decrease middle school dropout rates. (Verified by CALPADS.)	Baseline (2015-2016): 13% Data Source: CALPADS	To decrease high school dropout rates. (Verified by CALPADS.)	To decrease high school dropout rates. (Verified by CALPADS.)	To decrease high school dropout rates. (Verified by CALPADS.)
State Priority 5E: High school graduation rates.	Baseline (2015-2016): 81% Data Source: CALPADS	To increase high school graduation rates. (Verified by CALPADS.)	To increase high school graduation rates. (Verified by CALPADS.)	To increase high school graduation rates. (Verified by CALPADS.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

PMP: 1 - Parent Empowerment

To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success.

2018-19 Actions/Services

PMP: 1 - Parent Empowerment

To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success.

2019-20 Actions/Services

PMP: 1 - Parent Empowerment

To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success.

PMP1.1 Parent Academy, Parent Meetings - Tiger Talk Tuesdays	PMP1.1 Parent Academy, Parent Meetings - Tiger Talk Tuesdays	PMP1.1 Parent Academy, Parent Meetings - Tiger Talk Tuesdays
PMP1.2 College Information Nights	PMP1.2 College Information Nights	PMP1.2 College Information Nights
PMP1.3 Back to School activities	PMP1.3 Back to School activities	PMP1.3 Back to School activities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	LCFF	0000 LCFF Base	0000 LCFF Base
Budget Reference	1000, 2000, 3000, 4000, 5000	4000-4999: Books And Supplies PMP 1.1, 1.2, 1.3	4000-4999: Books And Supplies PMP 1.1, 1.2, 1.3

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

PMP: 2 - Parent and School Communication

To provide and maintain systems of communication that meets the needs of the school, parents, students and the community.

PMP2.1 Continuous improvement of system of communication with SUSD community and stakeholders.

PMP2.2 Webapp

2018-19 Actions/Services

PMP: 2 - Parent and School Communication

To provide and maintain systems of communication that meets the needs of the school, parents, students and the community.

PMP2.1 Continuous improvement of system of communication with SUSD community and stakeholders.

2019-20 Actions/Services

PMP: 2 - Parent and School Communication

To provide and maintain systems of communication that meets the needs of the school, parents, students and the community.

PMP2.1 Continuous improvement of system of communication with SUSD community and stakeholders.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,600	\$2,600	\$2,600
Source	LCFF	0000 LCFF Base	0000 LCFF Base
Budget Reference	2000, 3000, 5000	4000-4999: Books And Supplies PMP 2.1	4000-4999: Books And Supplies PMP 2.1

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

PMP: 3 - Parent and Teacher Engagement

To foster the parent and teacher relationships to work in unison towards a common goal of supporting students.

PMP3.1 Academic Assemblies

2018-19 Actions/Services

PMP: 3 - Parent and Teacher Engagement

To foster the parent and teacher relationships to work in unison towards a common goal of supporting students.

PMP3.1 Academic Assemblies

2019-20 Actions/Services

PMP: 3 - Parent and Teacher Engagement

To foster the parent and teacher relationships to work in unison towards a common goal of supporting students.

PMP3.1 Academic Assemblies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Other	Other	Other
Budget Reference	1000, 3000	4000-4999: Books And Supplies PMP 3.1	4000-4999: Books And Supplies PMP 3.1

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

PMP: 4 - Student Engagement and Leadership Opportunities

To provide all students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success.

PMP4.1 Opportunities for students to participate in clubs and activities (National Honor Society/California Scholarship Foundation)

PMP4.2 Peer Leaders Uniting Students (PLUS) Program supporting inclusiveness, Anti-Bullying, LGBT Summit/Awareness, and positive school climate

2018-19 Actions/Services

PMP: 4 - Student Engagement and Leadership Opportunities

To provide all students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success.

PMP4.1 Opportunities for students to participate in clubs and activities (National Honor Society/California Scholarship Foundation)

PMP4.2 Peer Leaders Uniting Students (PLUS) Program supporting inclusiveness, Anti-Bullying, LGBT Summit/Awareness, and positive school climate

2019-20 Actions/Services

PMP: 4 - Student Engagement and Leadership Opportunities

To provide all students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success.

PMP4.1 Opportunities for students to participate in clubs and activities (National Honor Society/California Scholarship Foundation)

PMP4.2 Peer Leaders Uniting Students (PLUS) Program supporting inclusiveness, Anti-Bullying, LGBT Summit/Awareness, and positive school climate

PMP4.3 Physical Education	PMP4.3 Physical Education	PMP4.3 Physical Education
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	LCFF	0000 LCFF Base	0000 LCFF Base
Budget Reference	1000, 2000, 3000, 4000	1000, 2000, 3000, 4000, 5000 PMP 4.1, 4.2, 4.3	1000, 2000, 3000, 4000, 5000 PMP 4.1, 4.2, 4.3

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

PMP: 5 - Extended Learning Opportunities

2018-19 Actions/Services

PMP: 5 - Extended Learning Opportunities

2019-20 Actions/Services

PMP: 5 - Extended Learning Opportunities

To provide students with opportunities beyond the school year to advance their individual level of proficiency academically, socially, and emotionally.

PMP5.1 Summer Enrichment for grade 9

To provide students with opportunities beyond the school year to advance their individual level of proficiency academically, socially, and emotionally.

PMP5.1 Summer Enrichment for grade 9

To provide students with opportunities beyond the school year to advance their individual level of proficiency academically, socially, and emotionally.

PMP5.1 Summer Enrichment for grade 9

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$15,600	\$15,600
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures	1000, 3000 PMP 5.1	1000, 3000 PMP 5.1

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

PMP: 6 - Visual and Performing Arts (VAPA) Activities

To provide students with hands on activities and exposure to opportunities in areas beyond the core instructional requirements.

PMP6.1 Visual and Performing Arts Activities

2018-19 Actions/Services

PMP: 6 - Visual and Performing Arts (VAPA) Activities

To provide students with hands on activities and exposure to opportunities in areas beyond the core instructional requirements.

PMP6.1 Visual and Performing Arts Activities

2019-20 Actions/Services

PMP: 6 - Visual and Performing Arts (VAPA) Activities

To provide students with hands on activities and exposure to opportunities in areas beyond the core instructional requirements.

PMP6.1 Visual and Performing Arts Activities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	LCFF	0000 LCFF Base	0000 LCFF Base
Budget Reference	1000, 2000, 3000	1000, 2000, 3000 PMP 6.1	1000, 2000, 3000 PMP 6.1

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

PMP: 7 - Student Attendance Accountability

To provide a system of supports that enables students to be academically successful through regular and on-time attendance.

PMP7.1 Improve student attendance accountability

PMP7.2 Truancy Intervention

2018-19 Actions/Services

PMP: 7 - Student Attendance Accountability

To provide a system of supports that enables students to be academically successful through regular and on-time attendance.

PMP7.1 Improve student attendance accountability and truancy intervention

2019-20 Actions/Services

PMP: 7 - Student Attendance Accountability

To provide a system of supports that enables students to be academically successful through regular and on-time attendance.

PMP7.1 Improve student attendance accountability and truancy intervention

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$13,580	\$13,580
Source	LCFF	Other	Other
Budget Reference	2000, 3000	4000-4999: Books And Supplies PMP 7.1	4000-4999: Books And Supplies PMP 7.1

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$315,652

Percentage to Increase or Improve Services

17.86%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Stockton Unified School District has an unduplicated pupil count of 84.19%. Pacific Law Academy (PLA) is a dependent charter that benefits from the district's initiatives and has an unduplicated pupil population count of 122.

Supplemental/Concentration funds are being expended in a charterwide (LEA-wide) manner to provide the following programs and services that are principally directed towards meeting the district's goals for its unduplicated pupils in the eight state priorities;

Goal 1: Student Achievement

PSA: 2 - Instructional Materials and Supplies - To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase of classroom supplies.

PSA: 3 - Teacher Collaboration, Monitoring and Support - To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

PSA: 5 - After School Programs - To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase credit recovery software licenses (including staffing), staffing for homework assistance and tutoring; field trips supporting college and career activities, providing staffing and equipment for exercise opportunities and intramural sports programs; providing Visual and Performing Arts (VAPA), ensuring student interest enrichment activities are available, and by fulfilling base needs at non After School Program Grant Supported school sites.

Goal 2: Safe and Healthy Learning Environments

PLE: 3 - Health Services - To provide student and families with appropriate health services interventions to be healthy and more able to learn. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through subacute and specialized health care services response and management.

PLE: 4 - School Counseling - To provide students with social and emotional systems of supports that lead to improved academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through counseling services for students who need additional social emotional, behavioral and academic learning supports.

Goal 3: Meaningful Partnerships

PMP: 1 - Parent Empowerment - To develop and foster relationships with parents that lead to active and meaningful engagement supporting student academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through improved systems of communication and the facilitation of Parent Academies, literacy activities, offering Adult Education services at SUSD School Sites, Literacy training for families, and the continuation of English as a Second Language/Civics Education.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

PMP: 2 - Parent and School Communication - To provide and maintain systems of communication that meets the needs of the school, parents, students and the community. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through the continuous improvement in systems of communication with the district, community and stakeholders.

PMP: 4 - Student Engagement and Leadership Opportunities - To provide students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas 3 and 5 through providing opportunities for students to participate in clubs and activities and in Peer Leaders Uniting Students (PLUS) program.

PMP: 6 - Visual and Performing Arts (VAPA) Activities - To provide students with hands on activities and exposure to opportunities in areas beyond the core instructional requirements. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through Visual and Performing Arts activities.

PMP: 7 - Student Attendance Accountability - To provide a system of supports that enables students to be academically successful through regular and on-time attendance. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through Improve student attendance accountability.

Justification:

The justification for these projects (actions/services) is to ensure positive outcomes for student achievement and school connectedness. Our Blueprint for Students Achievement focuses on all stakeholders working together as a team, and we believe this focus begins in the classroom. Although charterwide (LEA-wide) spending is principally directed towards our unduplicated students, all students at all academic or language levels should have the opportunities to work together, collaborate, and be accountable for one another's learning.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$231,141

13.72%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Stockton Unified School District has an unduplicated pupil count of 84.19%. Pacific Law Academy (PLA) is a dependent charter that benefits from the district's initiatives and has an unduplicated pupil population count of 122.

Supplemental/Concentration funds are being expended in a charterwide (LEA-wide) manner to provide the following programs and services that are principally directed towards meeting the district's goals for its unduplicated pupils in the eight state priorities;

Goal 1: Student Achievement

PSA: 2 - Instructional Materials and Supplies - To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase of classroom supplies.

PSA: 3 - Teacher Collaboration, Monitoring and Support - To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

PSA: 5 - After School Programs - To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase credit recovery software licenses (including staffing), staffing for homework assistance and tutoring; field trips supporting college and career activities, providing staffing and equipment for exercise opportunities and intramural sports programs; providing Visual and Performing Arts (VAPA), ensuring student interest enrichment activities are available, and by fulfilling base needs at non After School Program Grant Supported school sites.

Goal 2: Safe and Healthy Learning Environments

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

PLE: 3 - Health Services - To provide student and families with appropriate health services interventions to be healthy and more able to learn. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through subacute and specialized health care services response and management.

PLE: 4 - School Counseling - To provide students with social and emotional systems of supports that lead to improved academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through counseling services for students who need additional social emotional, behavioral and academic learning supports.

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The facilitation of Parent Academies, literacy activities, offering Adult Education services at SUSD School Sites, Literacy training for families, and the continuation of English as a Second Language/Civics Education.

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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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PMP: 7 - Student Attendance Accountability - To provide a system of supports that enables students to be academically successful through regular and on-time attendance. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through Improve student attendance accountability.

Justification:

The justification for these projects (actions/services) is to ensure positive outcomes for student achievement and school connectedness. Our Blueprint for Students Achievement focuses on all stakeholders working together as a team, and we believe this focus begins in the classroom. Although charterwide (LEA-wide) spending is principally directed towards our unduplicated students, all students at all academic or language levels should have the opportunities to work together, collaborate, and be accountable for one another's learning.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,168,895.00	1,380,665.00	1,168,895.00	1,561,348.00	1,561,348.00	4,291,591.00
	0.00	13,000.00	0.00	0.00	0.00	0.00
0000 Base, 0100 Supp/Conc	0.00	0.00	0.00	11,100.00	11,100.00	22,200.00
0000 LCFF Base	0.00	29,001.00	0.00	191,600.00	191,600.00	383,200.00
0100 LCFF Supp/Conc	0.00	8,009.00	0.00	0.00	0.00	0.00
1100 Unrestricted Lottery	0.00	5,483.00	0.00	9,986.00	9,986.00	19,972.00
LCFF	109,727.00	0.00	109,727.00	6,000.00	6,000.00	121,727.00
LCFF, Other	1,051,768.00	1,309,594.00	1,051,768.00	1,312,082.00	1,312,082.00	3,675,932.00
Other	7,400.00	15,578.00	7,400.00	30,580.00	30,580.00	68,560.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,168,895.00	1,380,665.00	1,168,895.00	1,561,348.00	1,561,348.00	4,291,591.00
	0.00	13,000.00	0.00	0.00	0.00	0.00
1000, 2000, 3000	5,758.00	0.00	5,758.00	0.00	0.00	5,758.00
1000, 2000, 3000, 4000	500.00	0.00	500.00	0.00	0.00	500.00
1000, 2000, 3000, 4000, 5000	10,500.00	0.00	10,500.00	500.00	500.00	11,500.00
1000, 3000	1,114,166.00	1,327,270.00	1,114,166.00	1,486,182.00	1,486,182.00	4,086,530.00
1000, 3000, 5000	0.00	0.00	0.00	11,100.00	11,100.00	22,200.00
2000, 3000	0.00	29,001.00	0.00	30,000.00	30,000.00	60,000.00
2000, 3000, 5000	2,600.00	0.00	2,600.00	0.00	0.00	2,600.00
2000, 3000, 5000, 6000	27,971.00	0.00	27,971.00	0.00	0.00	27,971.00
4000-4999: Books And Supplies	4,500.00	5,911.00	4,500.00	22,180.00	22,180.00	48,860.00
5000-5999: Services And Other Operating Expenditures	2,900.00	0.00	2,900.00	5,900.00	5,900.00	14,700.00
5700-5799: Transfers Of Direct Costs	0.00	5,483.00	0.00	5,486.00	5,486.00	10,972.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,168,895.00	1,380,665.00	1,168,895.00	1,561,348.00	1,561,348.00	4,291,591.00
		0.00	13,000.00	0.00	0.00	0.00	0.00
1000, 2000, 3000	0000 LCFF Base	0.00	0.00	0.00	0.00	0.00	0.00
1000, 2000, 3000	LCFF	5,758.00	0.00	5,758.00	0.00	0.00	5,758.00
1000, 2000, 3000, 4000	LCFF	500.00	0.00	500.00	0.00	0.00	500.00
1000, 2000, 3000, 4000, 5000	0000 LCFF Base	0.00	0.00	0.00	500.00	500.00	1,000.00
1000, 2000, 3000, 4000, 5000	LCFF	10,500.00	0.00	10,500.00	0.00	0.00	10,500.00
1000, 3000	0000 LCFF Base	0.00	0.00	0.00	158,500.00	158,500.00	317,000.00
1000, 3000	0100 LCFF Supp/Conc	0.00	2,098.00	0.00	0.00	0.00	0.00
1000, 3000	LCFF	85,869.00	0.00	85,869.00	0.00	0.00	85,869.00
1000, 3000	LCFF, Other	1,023,797.00	1,309,594.00	1,023,797.00	1,312,082.00	1,312,082.00	3,647,961.00
1000, 3000	Other	4,500.00	15,578.00	4,500.00	15,600.00	15,600.00	35,700.00
1000, 3000, 5000	0000 Base, 0100 Supp/Conc	0.00	0.00	0.00	11,100.00	11,100.00	22,200.00
2000, 3000	0000 LCFF Base	0.00	29,001.00	0.00	30,000.00	30,000.00	60,000.00
2000, 3000	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
2000, 3000, 5000	LCFF	2,600.00	0.00	2,600.00	0.00	0.00	2,600.00
2000, 3000, 5000, 6000	LCFF, Other	27,971.00	0.00	27,971.00	0.00	0.00	27,971.00
4000-4999: Books And Supplies	0000 LCFF Base	0.00	0.00	0.00	2,600.00	2,600.00	5,200.00
4000-4999: Books And Supplies	0100 LCFF Supp/Conc	0.00	5,911.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	4,500.00	0.00	4,500.00	6,000.00	6,000.00	16,500.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	13,580.00	13,580.00	27,160.00
5000-5999: Services And Other Operating Expenditures	1100 Unrestricted Lottery	0.00	0.00	0.00	4,500.00	4,500.00	9,000.00
5000-5999: Services And Other Operating Expenditures	Other	2,900.00	0.00	2,900.00	1,400.00	1,400.00	5,700.00
5700-5799: Transfers Of Direct Costs	1100 Unrestricted Lottery	0.00	5,483.00	0.00	5,486.00	5,486.00	10,972.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	61,094.00	71,980.00	61,094.00	95,165.00	95,165.00	251,424.00
Goal 2	1,103,201.00	1,280,107.00	1,103,201.00	1,433,903.00	1,433,903.00	3,971,007.00
Goal 3	4,600.00	28,578.00	4,600.00	32,280.00	32,280.00	69,160.00

* Totals based on expenditure amounts in goal and annual update sections.