



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Pacific Law Academy

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School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Law Academy	39686760124248	Ver 1 – N/A	Ver 1 – 06/02/2020	Ver 1 – 07/28/2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Pacific Law Academy is implementing a Schoolwide Program.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Pacific Law Academy's school plan aligns with the district's Local Control Accountability Plan (LCAP) and the school site's LCAP (dependent charter school) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Pacific Law Academy developed a one-year (2020-2021) school plan which aligned to the charter's goals, LCAP and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on May 12, 2020.

In school year 2019-2020, Pacific Law Academy initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council, parents, teachers and students through focus groups. In summary, the needs assessment identified a gap in math with areas of focus such as the achievement gap for Hispanic and African American students.

SSC Meeting 11/20/19:

Increase student achievement through implementation of research based instructional practices in the classroom and strategically targeted intervention for students requiring additional support. Administration ensures that classroom time is allocated with fidelity and teachers are utilizing appropriate direct instruction, modeling, scaffolding, and differentiated instruction along with AVID and Hattie strategies and instructional best practices to address academic performance by sub-groups including EL, SED, Hispanic and African American, and SPED students. Administration will ensure PAWS sessions meet the intervention needs of all students as a tier 1 school norm.

Faculty Meeting 11/08/2019:

Discussed with teachers the need to utilize PAWS classrooms as an intervention piece for students during the school day. Teachers should be utilizing strategies to further assist students improve academic performance, especially in sub-groups including EL, SED, Hispanic, African American, and SPED students.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Academic Counselor to encourage PAWS intervention and additional tutoring for AP work, especially for Hispanic and African American students and SPED.

Include AP study groups during PAWS with an emphasis on intervention

Teachers have curriculum, but still lack knowledge and application of standards-based instruction in ELA, Math, Social Science and Science in Common Core and NGSS. Requires additional coaching.

Teachers lack knowledge to inform instruction through data driven decision making. Requires PD and coaching.

Teachers lack experience utilizing best practice instructional strategies. Requires PD and coaching

Teachers lack knowledge to offer equitable instruction. Requires PD and coaching

Students in sub-groups entering high school generally enter with low math test scores.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By spring 2021, the distance from standard in ELA will increase by 10 for all students.

By spring 2021, all students entering the school year as an English Language Learner will be reclassified as English proficient.

By spring 2021, the number of passing scores of 3 or above on Advanced Placement English Language will increase by 10% from the previous year for all students.

By spring 2021, the number of passing scores of 3 or above on Advanced Placement English Literature will increase by 10% from the previous year for all students.

School Goal for Math: (Must be a SMART Goal)

By spring 2021, the distance from standard in math will decrease to 15 points below proficiency for all students.

By spring 2021, the number of passing scores of 3 or above on Advanced Placement Statistics will increase by 10% from the previous year for all students.

By spring 2021, the number of passing scores of 3 or above on Advanced Placement Calculus will increase by 10% from the previous year for all students.

Science SMART Goal:

By spring 2021, the percentage of students meeting Science SBAC scores will increase by 15% from the previous year.

Graduate SMART Goal:

By the spring of 2021, graduation rate will sustain 100% of PLA seniors graduating on time.

College/Career SMART Goal:

By the spring of 2021, PLA seniors graduating A-G compliant will increase by 5% over the previous school year.

Identified Need

- Be sure English Learner data is reviewed and included.

ELA/ELD:

Provide ELL students with Integrated and Designated ELD instruction across curriculum through increased teacher professional development: Although PLA only has an insignificant number of EL students, approximately 75% of our population are RFEP and benefit from best practices, AVID and Hattie strategies. All PLA Teachers will attend a Hattie Strategy PD and be AVID trained in school year 2020-2021. Teachers who are not AVID trained will attend AVID Professional Development as offered throughout the school year or the 2021 AVID Summer Institute.

CAASPP:

ELA-2016-2017 Distance: 54.6

2017-2018 Distance: 49.8

2018-2019 Distance: 41.8

CAASPP Goal:

ELA- 80% of PLA students meets or exceed ELA proficiency standards

MAP:

Overall 2017-18

Reading: 58% Met/Exceeded Standards

Overall 2018-19

Reading: 62% Met/ Exceeded Standards

Transition to I-Ready Goal: Develop baseline use per grade level to monitor student progress.

ELL Population:

2017-2018: 9

2018-2019: 5

2019-2020: 3

RFEP Goal:

Reclassify all EL learners within one school-year.

Utilize Best Practice strategies for previously reclassified students.

Math:

PLA students earned a proficiency rate of 38% in math as recorded by the 2019 SBAC. Although PLA budgeted for contracted math tutors from UOP during the 2018-2019 school year, UOP did not have the tutors to provide during the 2019-2020 school year. PLA will budget for and inquire about math tutors at UOP for the 2020-2021 school year. All PLA Teachers will attend a Hattie Strategy PD and be AVID trained in school year 2020-2021. Teachers who are not AVID trained will attend AVID Professional Development as offered throughout the school year or the 2021 AVID Summer Institute.

CAASPP

MATH- 2016-2017 Distance: -30.9

2017-2018 Distance: -19.9

2018-2019 Distance: -37.6

CAASPP Goal:

MATH- 50% PLA students meet or exceed math proficiency standards

MAP

Overall 2017-18

Math: 46% Met/Exceeded Standards

Overall 2018-19

Math: 15% Met/ Exceeded Standards

Transition to I-Ready Goal: Develop baseline use per grade level to monitor student progress.

Science:

PLA students were 58% proficient in SBAC in 2019. However, grading in science classes have been generally low throughout the school year, especially for freshmen students taking biology. Science teachers, especially for freshmen biology, will attend PD to provide appropriate intervention in order to improve student grades and lower D and F rates to no more than 10% of 9th grade biology students before the end of the 2020-2021 school year. All PLA Teachers will attend a Hattie Strategy PD and be AVID trained in school year 2020-2021. Teachers who are not AVID trained will attend AVID Professional Development as offered throughout the school year or the 2021 AVID Summer Institute.

Graduation:

PLA offers an intervention class during the school day (Pacific Academy Work Sessions or PAWS), APEX for remedial tier two support, and tutoring in the core areas before and after school. When

available, PLA purchases assisting tutors from UOP to assist mostly in math and science tutoring. However, tutors from UOP have not been available over the last two school-years.

The justification for the intervention period and tutoring time is that the strategies students are learning from all sources enhance their performance over time and allows PLA to sustain a graduation rate between 95% and 100% consistently year over year.

PLA improved its graduation rate from 95.1% in 2018 to 100% in 2019. Senior Advisors will utilize PAWS classes to consistently advise and work with seniors to maintain passing grades and a-g compliance throughout school year 2020-2021 and repeat a graduation rate of 100%.

College/Career:

PLA will continue implementation of a four-year plan counseling/ monitoring system discussing academic goals with students and directing students to the proper classes as well as meet a-g requirements. Students who fall behind in a-g courses by scoring Ds and Fs are placed in APEX, and students are drafted into Pacific Academic Work Sessions (PAWS) for 30 minutes each three days each week for an additional 90 minutes of academic support each week. Teachers may also request students attend tutoring sessions before and/or after school as needed.

College/Career Prepared (a-g)

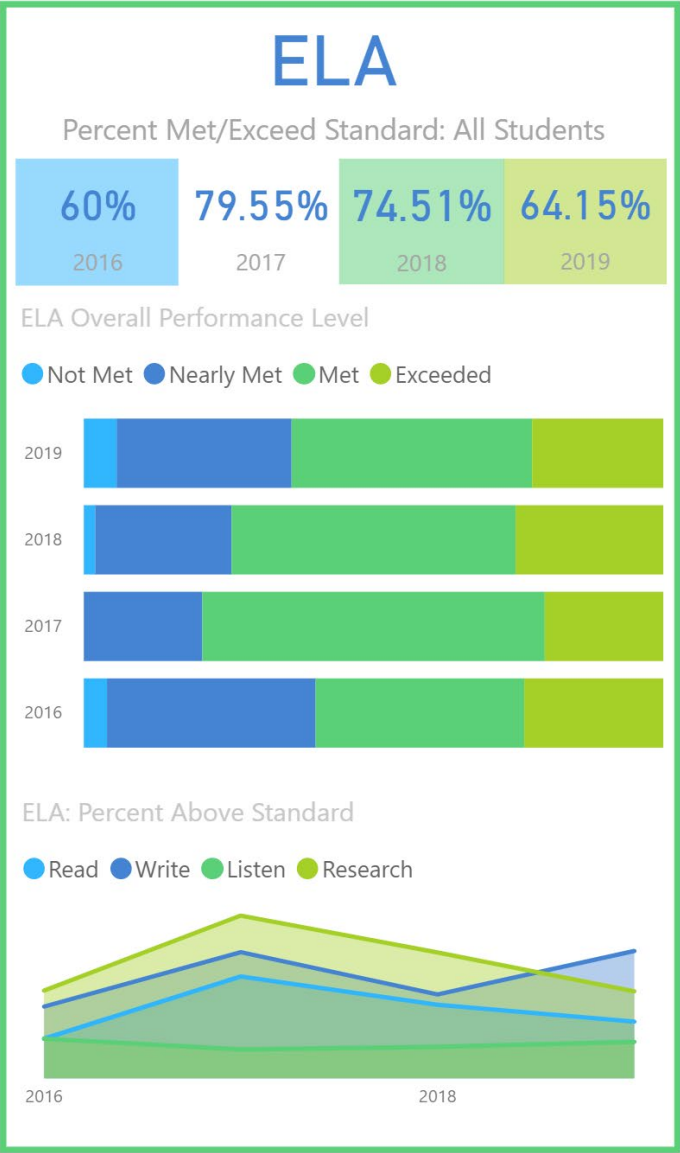
2017: 56%

2018: 58%

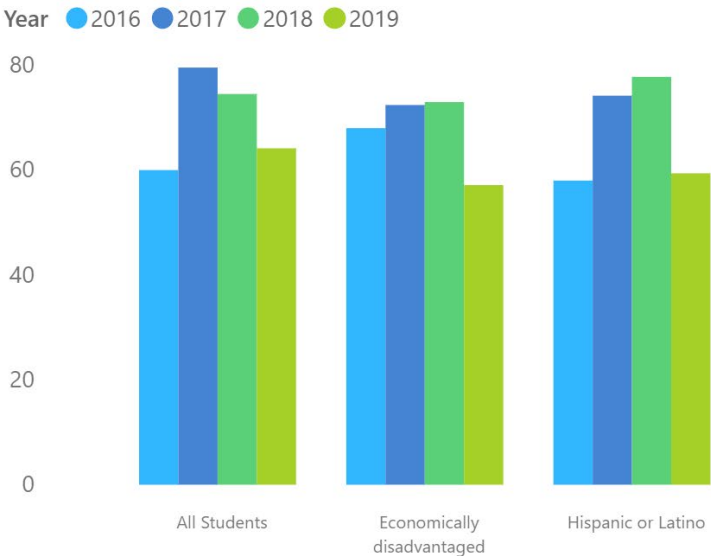
2019: 62%

College/Career Preparedness Goal: 70%

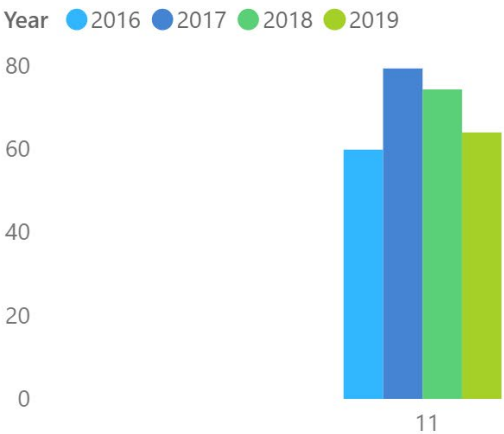
UC/CSU A-G Goal: 70%



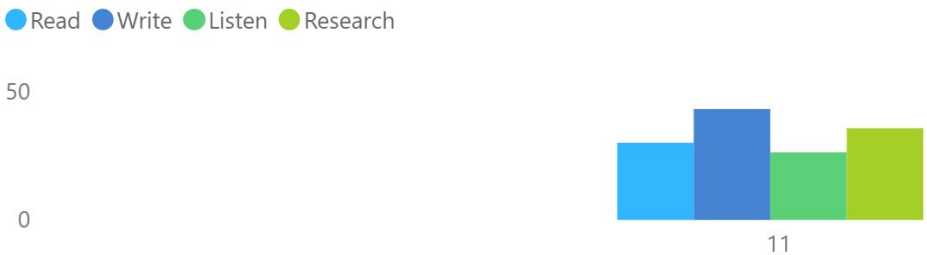
ELA CAASPP: Percent Met/Exceed Standard



ELA CAASPP: Percent Met/Exceed Standard by Grade Level



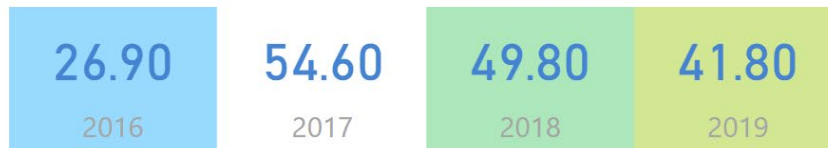
2019 Prelim ELA CAASPP: Area - Percent Above Standard



ELA

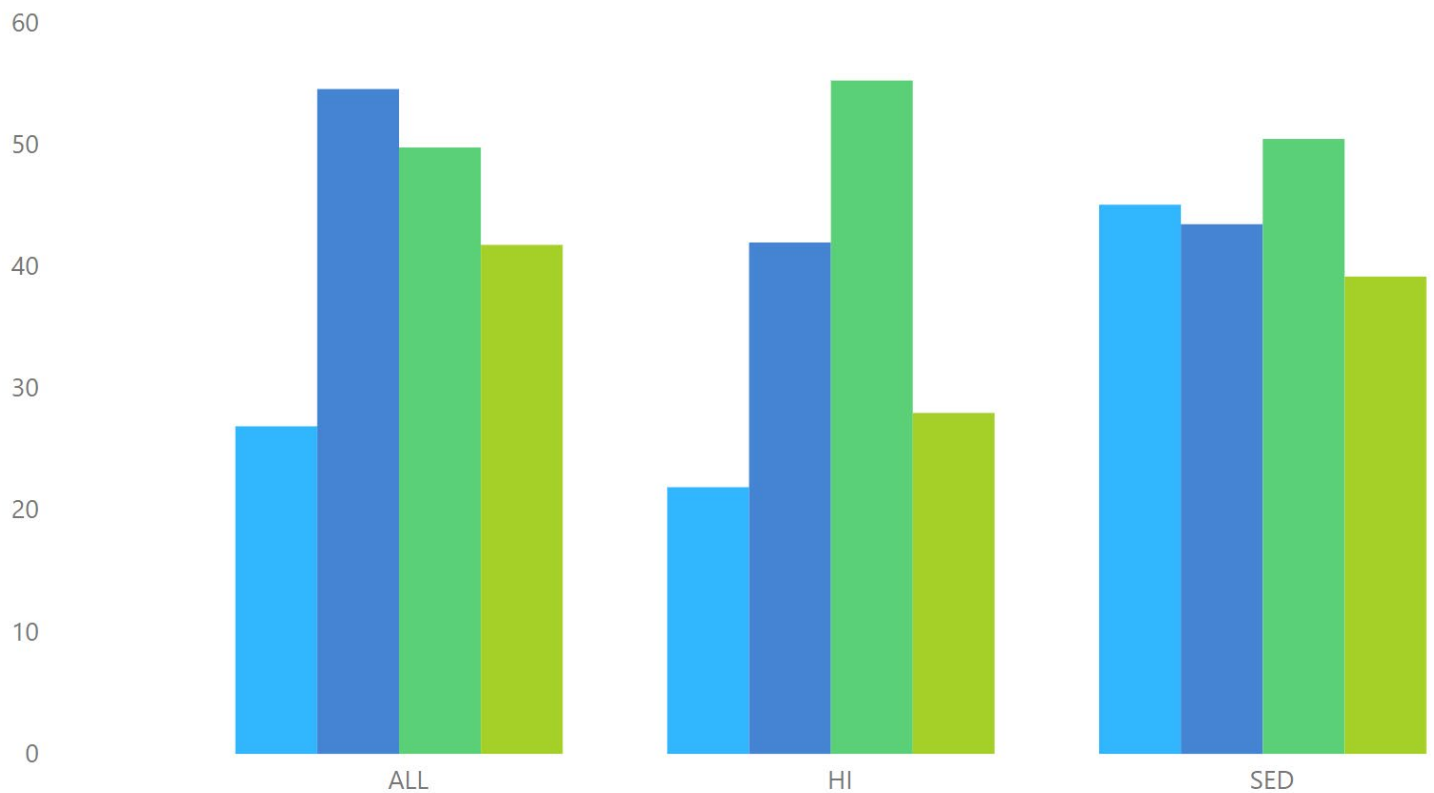
Distance from Standard

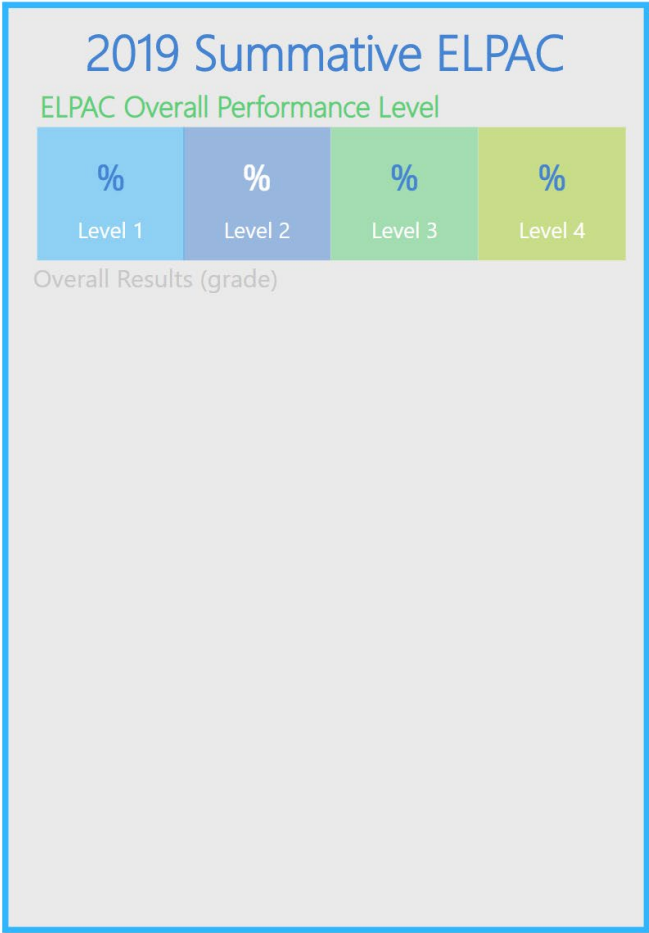
All Students - [points]



ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

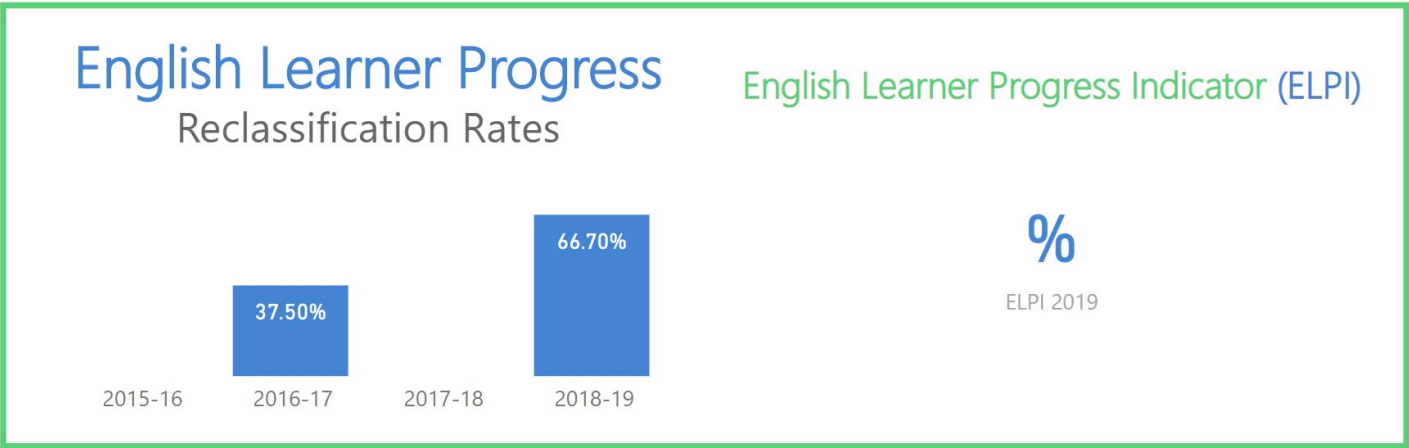


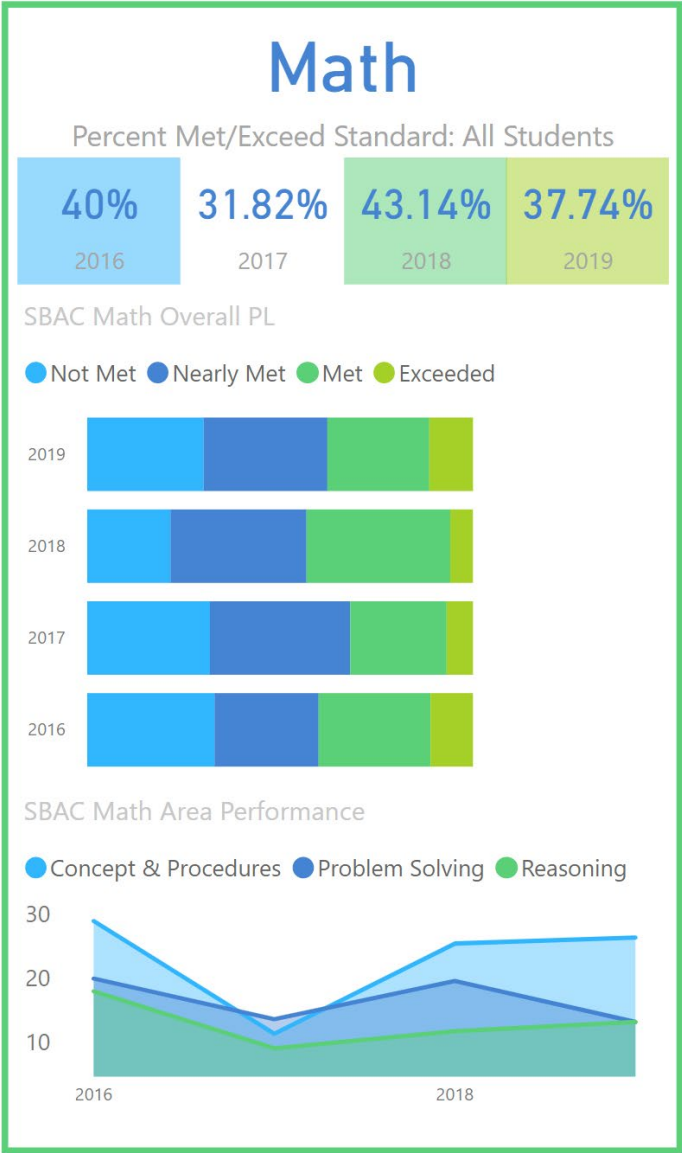


Oral Language Overall Performance Level

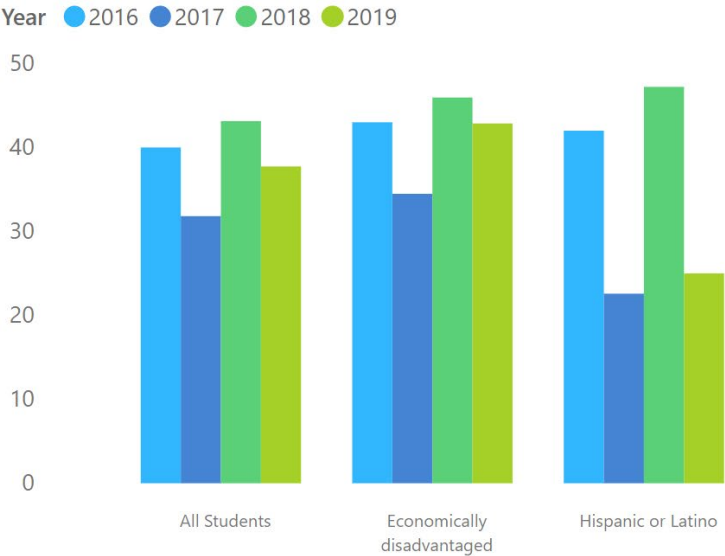
Written Language Overall Performance Level

Performance Area: Percent Well Developed

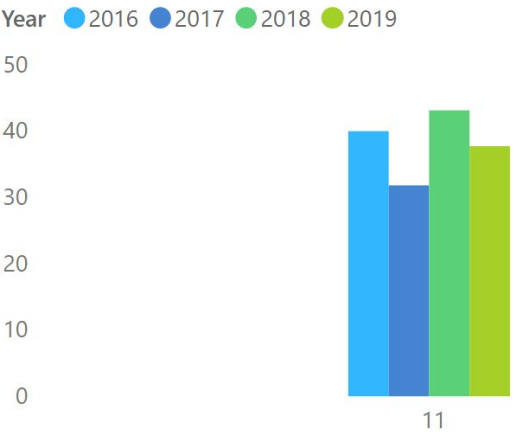




Math CAASPP: Percent Met/Exceed Standard

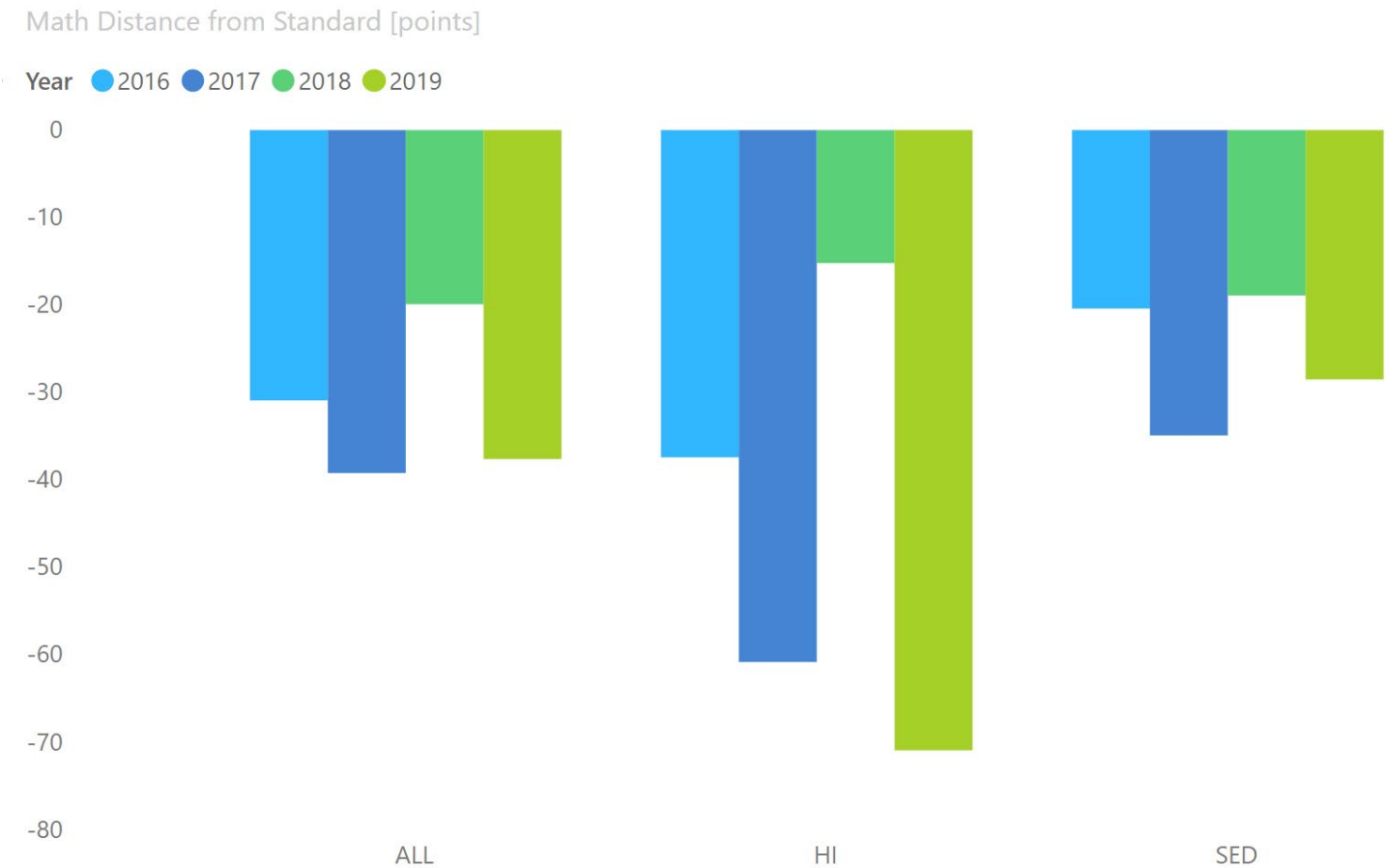
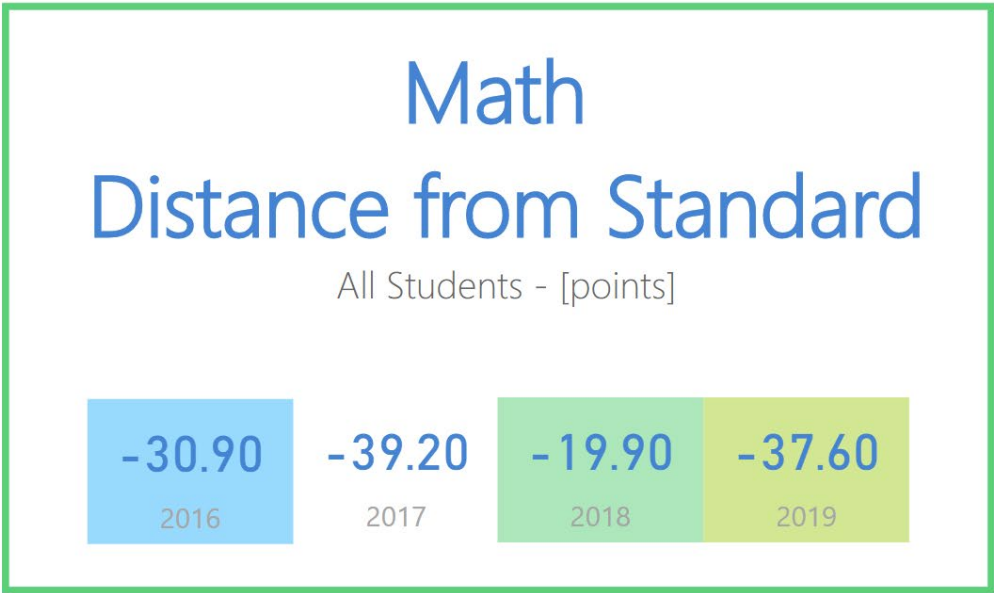


Math CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Math CAASPP: Percent Above Standard

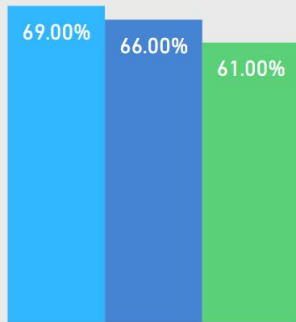




PSAT NMSQT Grade 10

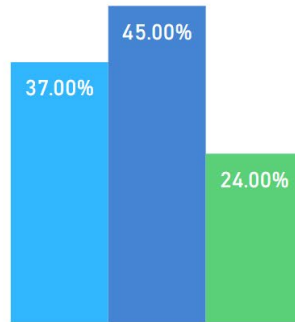
Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

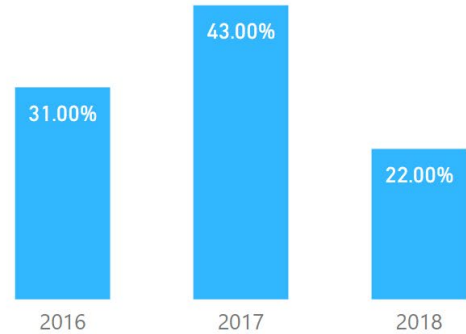


Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018



Percent Met ERW & Math Benchmark



PSAT 8/9 Grade 8

Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

Percent Met ERW & Math Benchmark

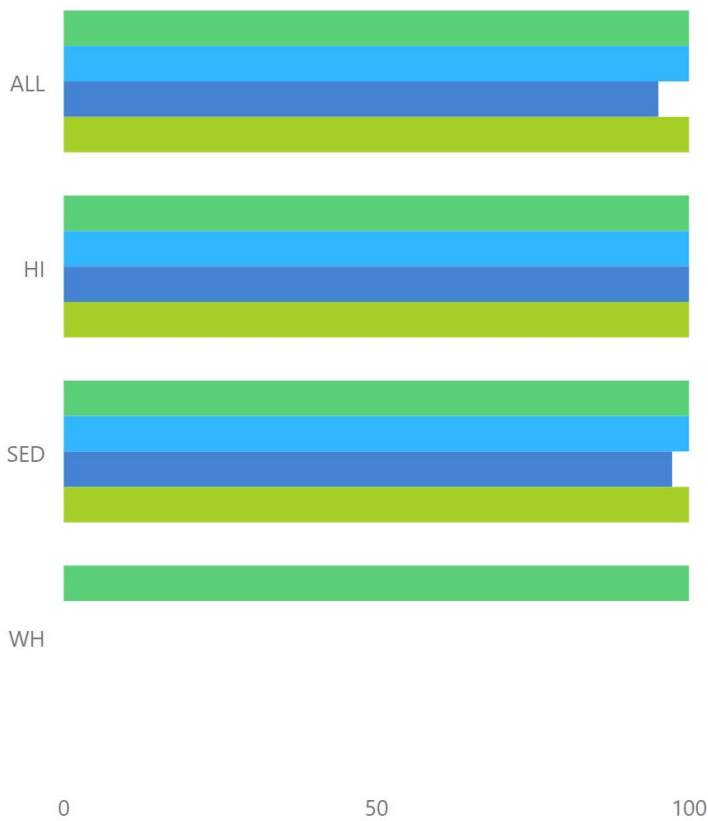
Graduation Rate

Four Year Cohort - All Students



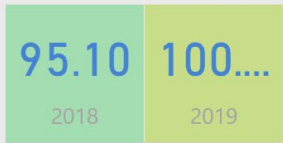
Four-Year Student Group Graduation Rate

Year ● 2016 ● 2017 ● 2018 ● 2019



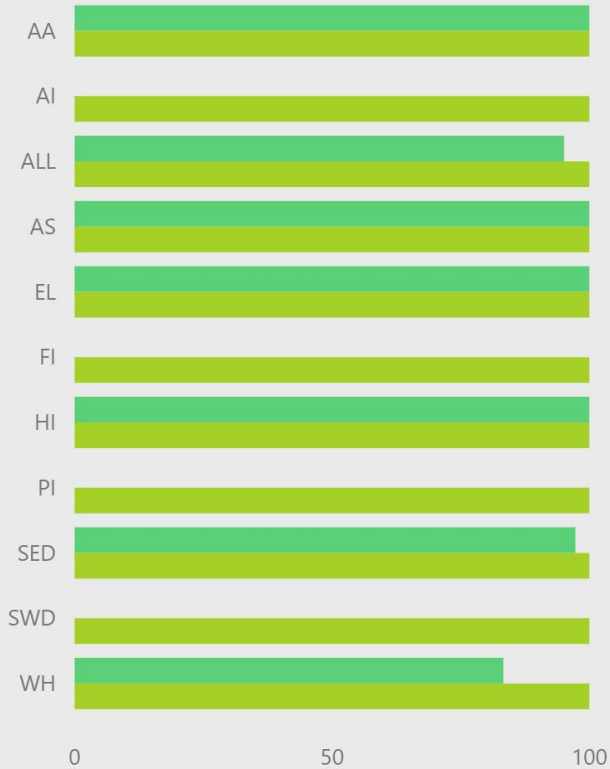
Graduation Rate

Four-Five Year Combined - All Students



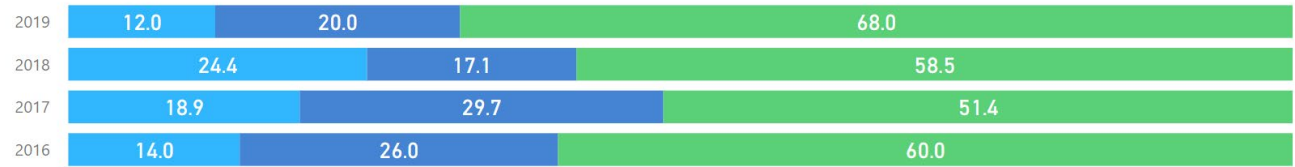
Four-Five Year Combined Student Group Graduation Rate

Year ● 2018 ● 2019



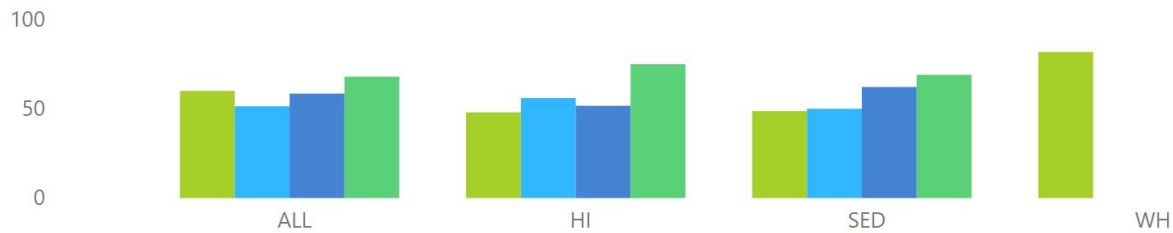
2019 College Career: Prepared All

● Not Prepared ● Approach Prepared ● Prepared



Percent CCI Prepared by Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019



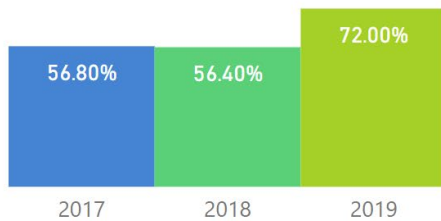
2019 CCI Percent Prepared by CCI criteria

Student Group	Year	UC/CSU	Dual Enrollment	CTE	IB Exam	Military Science	Summative SBAC	State Seal: Biliteracy	AP Exam
ALL	2019	88.20	0	0.00	0.00	0.00	58.80	50.00	11.80
HI	2019	88.90	0	0.00	0.00	0.00	59.30	63.00	14.80
SED	2019	86.20	0	0.00	0.00	0.00	58.60	58.60	10.30

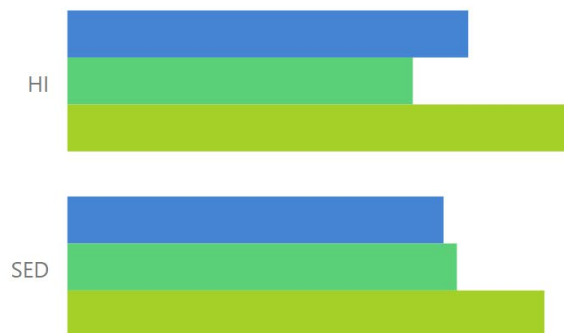
UC/CSU

Graduates meeting A-G requirements

Percent Graduates Met UC/CSU (A-G)



Year ● 2017 ● 2018 ● 2019



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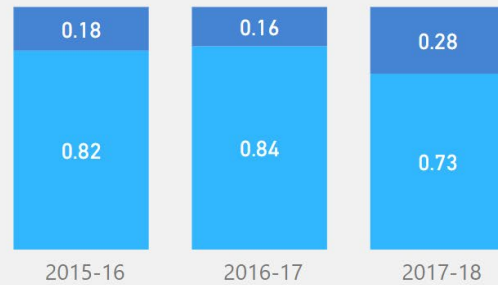
SUSD RA 12122019 v3r1

College-Going Rate

High School Completers

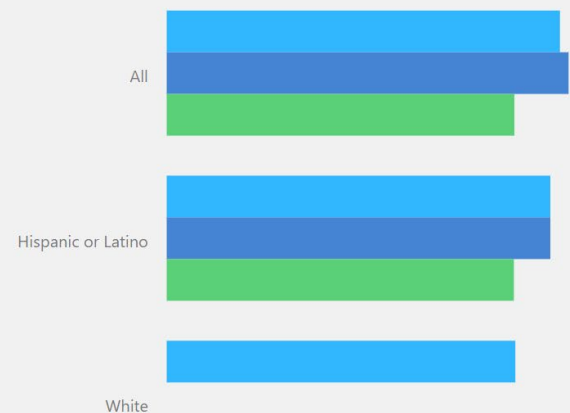
Percent of High School Completers and College Enrollment

● College-Going ● No Record of College Enrollment



Percent of High School Completers and College Enrollment

Year ● 2015-16 ● 2016-17 ● 2017-18



Advanced Placement

Count of AP Course Passed

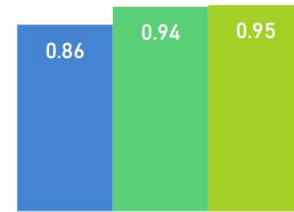


Count of AP Course Taken

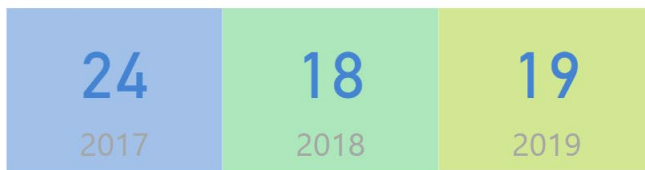


Percent of AP Courses Passed

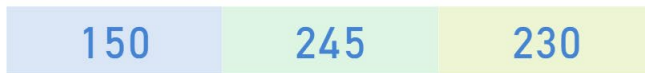
Year ● 2017 ● 2018 ● 2019



Count of AP Exams Passed

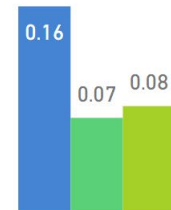


Count of AP Exams Taken



Percent of AP Exams Passed

Year ● 2017 ● 2018 ● 2019



AP Courses Offered

	Eng Lang & Comp	Eng Lit & Comp	Calculus AB	Calculus BC	Statistics	Physics	Biology	US History	US Govt	European History	World History	Micro-economics	Spanish Lang & Culture	Music Theory	Studio Art
Cesar Chavez High	•	•	•	•		•		•			•		•	•	•
Edison High	•	•	•	•	•			•	•		•		•		
Edward C. Merlo Institute of Environmental Studies	•	•						•					•		
Health Careers Academy	•	•					•								
Pacific Law Academy	•	•	•		•		•	•	•	•					
Stagg Senior High	•	•	•			•	•	•		•			•		
Stockton Unified Early College Academy	•		•	•		•	•	•	•	•		•			

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	+41.8 points above standard	+52 points above standard

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-37.6 points below standard	-22 points below standard

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PLA to continue to utilize Instructional Coaches to assist core teachers in math and ELA to assist in science, especially 9th grade biology, and social science to provide core teachers with classroom support, instructional support, data coaching, and lead professional development as needed.

To continue implementation of a counseling/monitoring system for students to meet A-G requirements by developing a 4-year plan for students and continuous monitoring of grades and courses ensuring they students are on track to graduate meeting A-G requirements.

The Counselor will meet with students to discuss their goals and what needs to be completed for the current and subsequent years. Students will understand the importance of grades and their collegiate expectations. Counselor will also work with students using the district's college/career application to research and navigate possible career opportunities that meet the student's interest.

Resources: .2 FTE Counselor (\$31,600 including benefits – Title I) and .8 FTE Counselor (\$78,400 including benefits - LCFF)

Students will be provided a digital “academic folder” which allows for them to have their a-g requirement documentation readily available for discussion and personal reminder. (\$5 X 211 students)

Students will be provided planners to assist them in organizing their assignment and enhance time management to meet A-G requirements. Planners will be duplicated in-house.

Counselor and teachers will use various equipment such as the laminator, copier, Duplo, poster maker for students to have college/career materials as necessary. Maintenance agreements ensure the equipment {list equipment} is available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$31,600	12151	.2 FTE Counselor, including benefits
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide students with structured supplemental instruction techniques using student and teacher feedback, reciprocal teaching and academic vocabulary incorporated with the District's ELA/ELD and Math curriculum. Teachers will be offered PD to teach Hattie best practices through a consultant.

Resources: \$6,062 – 58100 – Consultant – Title I

PLA will continue to assign a math teacher to teach Algebra I and Geometry to Kohl 7th and 8th graders with test scores high enough to indicate success in an advanced math classroom. Students will be selected by Kohl Administration and integrated in PLA algebra and geometry classes.

PLA will provide a Math Summer Program to incoming PLA 9th grade students and current PLA students, including Algebra Support, Algebra I and Geometry. Students will earn high school credits with a passing grade of C or better for Algebra I and Geometry. A passing grade of C or better in Algebra Support will earn high school elective credits.

Students will be identified for additional targeted support and provided re-teaching during the Pacific Academic Work Sessions (PAWS). Academic tutors are available to enhance the one-on-one and small group focusing primarily on math and science support. Support will further be available for quiz and test preparation, assessment make-up, and other academic work as assigned.

All 9th and 10th grade students will continue to take the PSAT exam as a gauge of college and career readiness.

Chromebooks will be used to provide students the ability to work collaboratively using the student and teacher feedback technique to enhance their level of learning. Students will be able to research terms and concepts to aid in their understanding.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment {list equipment} is available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity 2

School Plan for Student Achievement| SY 2020-2021

Version 1 – Board Approval 07/28/2020

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$6,062	58100	Consultant

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will enhance NGSS (science) curriculum through hands-on science experiments and project based learning opportunities, integrating Science Technology Engineering, Art, and Mathematics (STEAM) projects.

PLA provides students opportunity to complete a career pathway by providing 3-course CTE Pathway in Legal Studies and will offer a second pathway in Web Design beginning school-year 2020-2021.

Conferences:

- * AP Environmental Science - Summer 2020 - 1 teacher
- * AP Physics - Summer 2020 - 1 teacher
- * Visible Learning- Summer 2021 - 11 teachers and administrator
- * AVID Training – Summer 2021 – 4 teachers
- * AP Summer Institute – Summer 2021 – 8 teachers

Applicable supplemental instructional materials include STEAM specific project materials, science specific project materials, 3D printers enhance student knowledge, skills and abilities as students learn through hands-on strategies to supplement core textual material.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker, and 3D printer. Maintenance agreements ensure the equipment {list equipment} is available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation:

To continue implementation of a monitoring system for students to meet A-G requirements: During school-year 2018-2019, 68% of our students graduated meeting A-G requirements. Although the data improved for our senior class year over year, both ELA and math scores decreased school-wide. ELA scores dropped by a distance of -8 from standard for students who met or exceeded proficiency, and math scores dropped by -17.7 from standard for students who met or exceeded proficiency.

Provide students with structured supplemental instruction to augment core instruction through intervention, such as strategies from PAWS (Pacific Academic Work Sessions) and after-school tutoring. Students are drafted into PAWS sessions during the school day Wednesdays and Thursdays; however, AVID as an intervention class failed to improve student achievement. Tutorials focused on math, but the AVID tutor who started the year received another job, and the person who took her place changed the process and never managed to get the same results.

Teachers provided EL students with Integrated instruction across curriculum and utilized AVID strategies across the curriculum. Although PLA only had 5 EL students, over 75% of our population are RFEP and benefit from best practice strategies. One of five EL students failed to reclassify. Teachers were introduced to Hattie strategies and attended PD in order to increase student achievement.

Effectiveness:

Counseling practices and consistent monitoring of students' grades, MAP scores, SBAC scores, and A-G courses throughout the time students are assigned at PLA have been effective strategies. Students graduating A-G has raised slightly each year. PLA further offers PSAT practice over three weeks of PAWS classes, and all students grade 9-11 are required to take the PSAT. As a result, nearly half of our student population in grades 9 and 10 scored over 1000 on the PSAT.

Although the AVID class was smaller than the previous year, and focused on the 9th grade class, when the AVID tutor was switched out just before Winter Break, the Tutorial process changed, and student achievement failed to increase. PAWS sessions improved on new curriculum adopted from Newcastle HS, Connecticut. Teachers were provided common lesson plans by grade level during Advisory, and intervention sessions continued for 70 minutes each week.

Teachers attended PD and were introduced to Hattie strategies to begin implementation school-wide. Teachers were asked to norm instruction by focusing on feedback, clarity, note-taking, vocabulary, teacher efficacy and reciprocal instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes:

No material differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes:

PLA received .5 FTE Instructional Coaching to assist teachers in math and ELA with implementing new curriculum, and also assisted science with NGSS implementation and a new CTE teacher at PLA. Instructional coaching should increase to 1.5 FTE to continue to support new teachers and new curriculum.

PLA will also reach out to UOP consulting to purchase math and science tutors if available.

Professional development opportunities will increase for teachers in Hattie strategies, best practices, and AVID. All teachers will be AVID trained, and AVID strategies will be utilized in all classrooms across the curriculum.

PAWS classes will be organized around the PLA ESLRs, LIFE (Life-long learning, Independent and critical thinkers, Forward thinking and planning, and Educated citizens). Curriculum will be at grade-level so that students will not be working on the same issues over multiple years. Drafting time will be completed more efficiently, and teachers will provide meaningful feedback and targeted intervention as needed.

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

Suspension – By spring 2020-2021, suspensions will be reduced from 2.2% to 1% for all students.

Expulsion – PLA averages 0 expulsions annually.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By spring of 2020-2021, rate of students considered chronically absent will reduce by 1% from the previous school year for all students.

School Goal for School Climate: (Must be a SMART Goal)

By spring 2020-2021, the percentage of students reporting a high connection to their school will increase by 10% from the previous school year for all students.

By spring 2020-2021, the percentage of students feel part of the school across all grade levels will increase by 10% from the previous school year for all students.

By spring 2020-2021, the percentage of students feel at least one adult on campus cares about students will increase by 10% from the previous school year for all students.

By spring 2020-2021, the percentage of students who feel safe at their school will increase by 10% from the previous school year for all students.

Identified Need

Suspension – As more PLA students interact with Stagg HS students, either through athletics or in passing, there has been an increase in animosity between the two schools. As a result, the suspension rate for PLA students grew from 1.5% to 2.2% from 2018-2019 to the 2019-2020 school year. PLA administration, teachers, staff, students and parents are expected to work together in preventing violence to ever be a part of the culture at PLA.

Increased attendance interventions and monitoring needed to reduce tardies and habitual absentees, especially first period.

Parental involvement: attendance meetings, coffee hours, parent/teacher- academic conferences.

Teachers need to be visible and greeting students at their door between periods and prior to first period.

Implementation of Restorative Practices/ Peer Court

Suspension Rate:

2017: 1.5%

2018: 1.5%

2019: 2.2%

Expulsion – No identified needs

Attendance/Chronic Truancy –

PLA currently has a chronic absence rate above 5%. PLA implemented an incentive program in school-year 2019-2020 to reduce the number of absence and first period tardies. However, chronic absenteeism remained relatively unchanged year over year. Additional interventions and incentives will be introduced in 2020-2021 to lower truancy.

Increased attendance interventions and monitoring needed to reduce tardies and habitual absentees, especially first period.

Parental involvement: attendance meetings, coffee hours, parent/teacher- academic conferences, SARB meetings.

Teachers need to be visible and greeting students at their door between periods and prior to first period.

Implementation of Restorative Practices/ Peer Court

Chronic Absenteeism:

2017: 8.2%

2018: 6.6%

2019: 6.7%

School Climate – PLA will implement a Social Emotional Counseling program (.5 FTE) to provide students with academic, social and emotional intervention strategies to improve student behavior, promote increased learning, provide training in PBS strategies, and provide other support to teachers and staff and the Restorative Circle/ Peer Court Team.

CSM to maintain order and campus disruptions between PLA and Stagg students. CSM to attend Professional Development in Restorative Justice/ Peer Court as designed for PLA.

Projected # of students increase from 217 in 2019 students to 226 students in 2020

PLA student population grows year upon year. However, the campus cannot sustain more than 230 students as currently constructed

2018-2019

64% of students reported high levels of school connectedness.

Over 74% felt part of the school (PLUS) across each grade span.

76% of students reported there was at least one adult who cared about them (PLUS).

78% of students reported high levels of caring adult relationships (PLUS)

84% of students felt safe (PLUS)

2019-2020

70% of students reported high levels of school connectedness.

74% felt part of the school (PLUS) across each grade span.

81% of students reported there was at least one adult who cared about them (PLUS).

76% of students felt safe (PLUS)

Suspension Rate

All Students
percent of unduplicated suspension

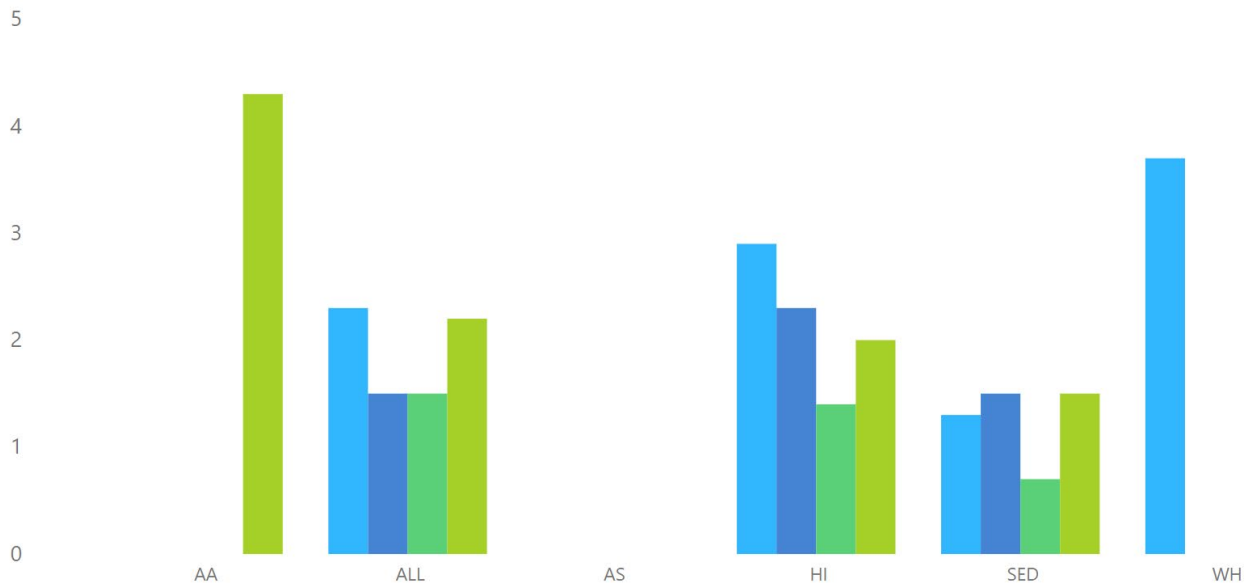


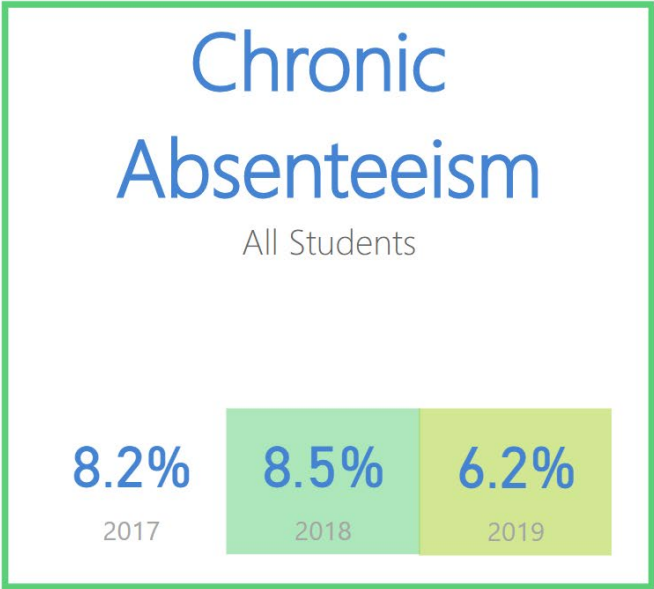
Expulsion

All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available

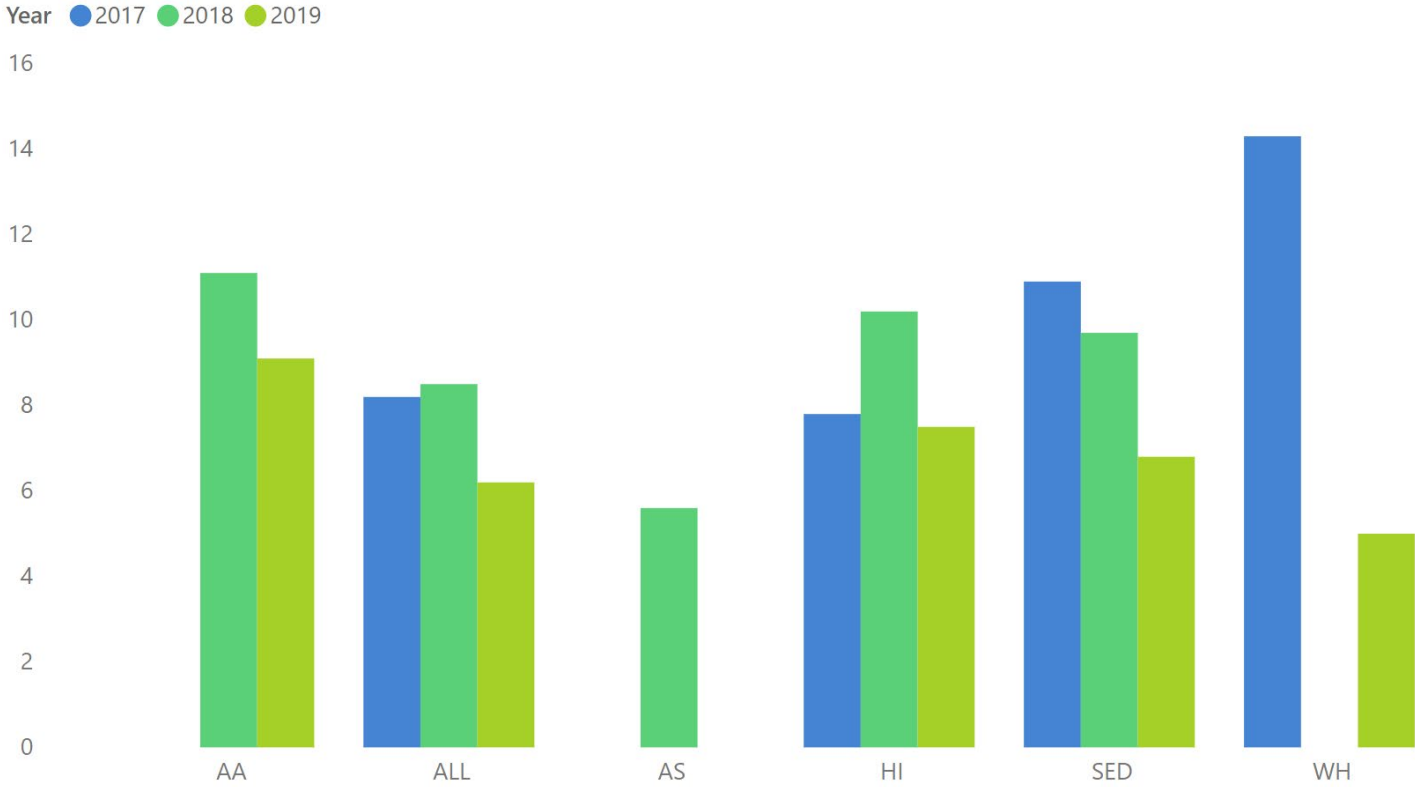
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	2.2%	1%
Chronic Absenteeism (All Students)	6.7%	5.7%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide professional development opportunities to staff, including CSM, to support awareness of student safety and connectedness including opportunities for anti-bullying campaigns, student leadership and academic motivation.

Conferences:

- * CADA - Spring 2021 - 2 teachers and administrator
- * STEAM- Spring 2021 - 2 teachers
- * Restorative Justice – Fall 2020 - 1 CSM

Students will be monitored for attendance and truancy. Students who demonstrate weekly perfect attendance will have the opportunity to be honored with gift cards and/or spirit gear. Students who are consistently absent and/or tardy will be subject to discipline, to include warning, call home, detention, Restorative Circle/ Peer Court, SST, and SARB.

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide all PLA students with additional academic and social-emotional support and intervention to improve student behavior, promote increased learning opportunities, provide training and support on alternate positive behavior, intervention and support strategies to teachers and staff, and provide support to Restorative Circle/ Peer Court Team.

Implement additional staff support through a .5 FTE Social-Emotional Counselor. Students who feel stressed by the academic challenges of the school and/ or social-emotional challenges that life at home or at school may bring, may have an additional advocate to help them through their struggles and improve their learning environment as a result as students prepare for college, career and community.

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 – Year 2

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation;

PLA will implement a PLUS club to support ASB Leadership with developing additional student leaders and improving school culture and climate. PLA will utilize funding earmarked for attendance initiative to purchase gift cards and reward students for active participation in improving school climate through attendance and school culture.

Students in the lower grades will be monitored for attendance and tardiness and observed for a correlation of attendance and increase in student scores. PLA's goal is to improve school climate through student engagement in and out of the classroom, including providing an increase in students supporting community involvement programs through PLA clubs and organizations.

Students are recognized for perfect attendance at PLA school assemblies.

Effectiveness:

Class start time was moved back to 8:00 from 8:05 failed to significantly improve first period tardies or chronic absence.

When principal met or contacted parents and/or students, the excuse given for students' tardiness 75% of the time was that parents had other siblings to drop off at other school sites around Stockton before they dropped off their PLA student.

The PLUS club never got off the ground. The teacher/ advisor received proper training and advise from district personnel; however, he delayed having an initial meeting during the first semester, although more than 40 students showed interest. PLA failed to implement a PLUS club

PLA ended the year with a 6.4% truancy rate compared to 8.6% truancy rate the year before. However, surveys showed that the climate stayed the same or decreased. PLA had a substitute Counselor on campus during the second semester.

PTSA was aborted and funds spent on a study hall/ game room for students in response to the need to support student stress management and improve student mental and social awareness.

Student surveys were taken and analyzed through the PLUS program. Survey results show that approximately 25% of students were not connected to the school or participated in school events. in 20% of the cases, students could not identify at least one adult they thought cared for them, and 25% of students did not feel safe on campus.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

There are no significant material changes.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

There will be an increase of counseling support with monitoring attendance. Administration will continue to discipline students for excessive tardiness and unexcused absence through removing privileges and assigning detention.

PLA replaced the leadership teacher who initiated new policy and community involvement, and PLA implemented a PLUS class to support climate and culture.

Site will increase Student-led conferences to all grade levels, inviting parents, with teachers as facilitators, and calendar a minimum day to implement conferences.

Increase SST referrals from teachers as a progressive intervention piece after student warnings, parent contact, and student-led conferences. By the end of school-year 2019-2020, 97 percent overall school attendance rate will be achieved

Students will be offered incentives for improved attendance and perfect attendance.

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By spring 2020-2021, at least five parents will participate in each of the Tiger Talk Tuesday sessions offered throughout the school year.

By spring 2020-2021, PLA will host 2 additional community events over the previous school year.

By spring 2020-2021, PLA will increase the number of parent volunteers by 50% over the previous school year.

By spring 2020-2021, teachers will increase recorded contact with parents by 50% over the previous school year.

Identified Need

Meaningful Partnerships:

High school students are generally more successful when their parent(s) partners with teachers and administration to grow the school. PLA has been challenged with its desire to build relationships with parents and guardians for school volunteers or to simply meet for coffee hour to discuss school activities, growth plans, curriculum successes, or student achievement. PLA has also been challenged to build an advisory Committee for its CTE program after an initial meeting during school-year 2018-2019.

Teachers have neglected to contact parents on a consistent basis to discuss student achievement and discipline, or to offer positive conversation regarding student growth and individual successes. To build meaningful relationships and encourage parents as partners, teachers must be encouraged to find opportunities through phone calls or technology to increase parent contact on a consistent basis.

Encourage teachers to contact parents for positive as well as negative student issues.

Increase time for student-led conferences

Increase ways “coffee hour” is advertised using technology and teacher involvement

Initiate discussions/ surveys with all stakeholders as to what events may interest community

Increase parent involvement

Increase parent participation in Back to School Night

Increase community events and community involvement

Increase teacher recorded contact with parents/ guardians

Parent Volunteers:

2018: 1

2019: 2

2020: 1

Parents who meet with principal for scheduled coffee hours:

2018: 1

2019: 0

2020: 0

Back to School Night:

2018: 56

2019: 94

Community Events:

2018: 5

2019: 5

2020: 3

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Sign-In Sheets	No Data Available	5

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase parent engagement activities such as Tiger Talk Tuesday Coffee Hour to provide opportunities for parents to meet with the site administrator to discuss topics associated with school goals and needs.

Resources: \$750 – 43400 Parent Meeting

Teachers will provide academic feedback to parents within the setting of student-led academic conferences to provide students the opportunity to be responsible for their own academic success.

Digital apps, including Jupiter Grades, and social media apps to provide enhance three-way communications between teacher, parents, and student on assignments and classroom activities.

PLA teachers and administration will increase recorded communication with parents and other stakeholders throughout the school year through various means (digital, social media, Jupiter Grades, newsletters...).

PLA will continue Law Day seminars/ presentations with guest speakers from the local legal community to enhance career opportunities for students.

Supplemental non-instructional materials, such as paper, toner and meeting supplies for enhanced communication to parent.

Students will be provided digital portfolios to organize completed assignments and assessments to share with parents during student-led academic conferences.

PLA will implement an Advisory Committee to include administration, teachers, staff, parents, students, and community legal professionals, other professional and experts to support PLA with analyzing data collection, offering resources, and monitoring the CTE program to inform growth and performance improvement.

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$751	43400	Parent/ Community Meetings

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 – Year 2

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation:

Parents are invited to a number of parent/student meetings throughout the school-year including Back to School Night, Senior Meeting, Graduation and Grad Night meeting, and College Night.

PLA hosts two Law Days each year, one in the fall and one in the spring. PLA invites professionals from the legal, political, and public safety industry throughout Stockton and San Joaquin County. Our guests include city planners, attorneys from private industry, Public Defenders Office and District Attorney's Office, and professors from UOP and Delta College among others.

Parents are invited to SST meetings as necessary as intervention for students who are in danger of failing due to academic and/or behavior issues. Teachers are encouraged to embrace parents as partners in their students' education through direct contact through emails or phone communication.

Administration utilizes the PLA Website and School Messenger to contact parents as necessary to distribute general information concerning PLA.

Parents are encouraged to volunteer at PLA for non-confidential office work, organizing ASB, science and art materials, and other duties as needed.

PLA hosts a PTSA committee, including parents, students, teachers, and administration. Parents are encouraged to join PTSA and participate in monthly meetings.

The PLA SSC informs the SPSA and approves the school budget and ELL plan. The committee is made up of parents, students, teachers, staff and administration.

Effectiveness:

Parents are always welcomed on to the PLA campus. Teachers and administration consider parents as partners in the educational opportunity and access to resources for their students. However; it is extremely difficult to involve parents through periodic meetings and minimal participation.

The school's SSC was able to achieve its goal of 12 members, including all stakeholders represented; however, meetings draw the minimum allowed to make a quorum. PTSA was unable to attract any parents besides the PTSA committee; consequently, the committee decided to absolve.

Combining all grades into a single Back to School Night improved parent participation and set a tone for a better school year.

PLA continued utilizing the REMIND app to keep abreast with all stakeholders to inform on general school news and security and safety briefings. PLA teachers also implemented Google apps to reach out to parents along with existing PLA social media.

Parents were invited to Open House and Back to school Night. Open House was implemented for students to receive schedules and tour the campus. Nearly 100 parents attended Back to School Night/ Title I briefing as a mass parent meeting, grades 9-12. Nearly all senior parents attended College Night, and all 49 seniors, most accompanied by at least one parent, attended Parent Grad Night with the Herff-Jones Representative.

PLA is committed to improved website and site management and implementation of a PLA Advisory Committee. We will recruit additional school volunteers and reach out into the community by presenting PLA at more 8th grade classrooms across Stockton.

PLA hosted two additional community events (Dia de los Muertos and BSU Fair) that successfully involved the community at large, including the participation of other high schools and their students.

Teachers increased communication with all stakeholders through various means, including use of technology through Jupiter Grades, REMIND, and Google Classroom.

Teachers and administration utilized ZOOM and Go To Meeting conference rooms to engage students and parents in online instruction and community participation, including online school rallies.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

No material change

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Continue to recruit parents in school or community programs they are comfortable with.

Include parents and guardians as volunteers in clubs, activities and field trips.

Continue to implement technology and build on growth in areas of parent communication

Teachers implement a commitment to reach out to parents on a consistent basis through phone calls or technology and record positive and negative communication.

Utilize various means of marketing to reach out to parents and the community to invite them to school events and activities

Initiate a newsletter to go out to parents and community through a digital platform as another means of mass communication

Implement an Advisory Council for the site CTE program(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$38,413
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$38,413

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$38,413

Subtotal of additional federal funds included for this school: \$38,413

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$0

Subtotal of state or local funds included for this school: \$0

Total of federal, state, and/or local funds for this school: \$38,413

Budget Spreadsheet Overview – Title I

PACIFIC LAW**Preliminary Budget Allocation - TITLE I****FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 37,662
TOTAL BUDGET DISTRIBUTED BELOW	\$ 37,662
TO BE BUDGETED (Should be \$0.)	0

50647	TOTAL ALLOCATION	\$ 751
	TOTAL BUDGET DISTRIBUTED BELOW	\$ 751
	TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp							\$ -
11700	Teacher Substitute							\$ -
12151	Counselor	0.2000	\$ 31,600					\$ 31,600
13201	Assistant Principal							\$ -
19101	Program Specialist							\$ -
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 31,600	\$ -	\$ -	\$ -	\$ -	\$ 31,600
Books & Supplies								
42000	Books							\$ -
43110	Instructional Materials							\$ -
43200	Non-Instructional Materials							\$ -
43400	Parent Meeting						\$ 751	\$ 751
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ -	\$ -	\$ -	\$ -	\$ 751	\$ 751
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement							\$ -
56530	Equipment Repair							\$ -
52150	Conference							\$ -
58450	License Agreement							\$ -
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional		\$ 6,062					\$ 6,062
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 6,062	\$ -	\$ -	\$ -	\$ -	\$ 6,062
GRAND TOTAL			\$ 37,662	\$ -	\$ -	\$ -	\$ 751	

Budget Spreadsheet Overview – LCFF

Pacific Law Academy does not receive site LCFF through the district's LCAP. LCFF expenditures for Pacific Law Academy are identified through the dependent charter school's LCAP.