

2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on _____
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Committee

Date of Meeting

Committee

Date of Meeting

Attested:



Typed Name of School Principal

Signature of School Principal

Date



School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Law Academy High	39686760124248	05/18/2023	

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Pacific Law Academy is implementing a Schoolwide Program.

Description

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)/activity(ies)) can be referenced to the LCAP's intent.

Engaging Educational Partners

Input from staff was gathered every other Friday from October through January. SSC meetings the council had discussions of each goal every month we met from October to February. The process that we went through for data analysis was that each goal and activity was shared with the council at the monthly meetings. Simultaneously our staff collaborated on the key areas. Multiple surveys were completed by students, staff, and community partners.

Resource Inequities

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

Refer to the comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

Data was collected from School Climate Survey, Healthy Kids Survey, SBAC, MDPT, iReady, and LCAP survey

Classroom Observations

College presentations, Counselor SEL Lessons. Grade level Interventions.

Analysis of Current Instructional Program

Data analysis of SBAC, iReady, MDPT, attendance, summer intersession, and AP was completed throughout the year by school site council and staff. Data analysis was done in small group and whole group discussion. Presentations were completed which included a QA session. SSC met at least one (1) time every month. Staff met at least two (2) times per month. Virtual Tiger Talks scheduled on Thursdays. LCAP Survey placed on website for all stakeholders to provide feedback. Evidence from the feedback indicates that the goals around student achievement, safe and healthy learning environments, and meaningful partnerships continue to be priorities for all stakeholders.

Standards, Assessment, and Accountability

CA Dashboard, SBAC, MDPT, iReady, NGSS.

Staffing and Professional Development

Staffing and Professional Development Summary

Teachers attend conference workshops to improve Teaching practices and strategies to increase student achievement. Teaching staff uses formative assessments to develop academic plans for students to be implemented in PAWS intervention. AVID strategy of using a planner is a necessary for Pacific Law Academy Students to stay organized. Students will be provided planners to assist them in organizing their assignment and enhance time management to meet A-G requirements. PLA provides students opportunity to complete a career pathway by providing 3-course CTE Pathway in Law. Conferences: 11 teachers, counselor, and administrator attend various training's. Teachers will Summer Retreat - Summer 2023 - 11 teachers and administrator * AP Summer Institute – Summer 2023 - Administrator and Counselor. AP Summer learning – 6 teachers to continue professional learning in AP instructional strategies 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.

Staffing and Professional Development Strengths

PLA provides 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.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Needs Statement 1 (Prioritized): Increase student achievement through implementation of researched based instructional practices in the classroom and strategically targeted intervention for students requiring additional support. **Root Cause/Why:** Root Cause/Why: Collective commitments need to be made by staff to effectively align systems of interventions to assess effectiveness.

Teaching and Learning

Teaching and Learning Summary

To further develop and refine the PAWS period through targeted and researched based intervention in order to address student learner needs as it pertains to reducing the failure rate, increasing A-G completion, and increasing assessment data, and other related data points. 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. 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 Law. Input from Stakeholders was gathered from February 28 thru April 24. Based on SBAC data, PLA has 83% meeting Standard in ELA and 37% meeting Standard in MATH. Intervention data from iReady and MDPT have been discussed in collaboration and shared with the School Site Council during monthly meetings.

Teaching and Learning Strengths

Teachers communicate well with students and families as evidenced by parent comments to site administration. Students and families feel that they are part of a family, students feel they have good mentorships and relationships with teacher and their peers. Students have many opportunities to take AP courses and CTE classes at PLA.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): On time interventions for students in PAWS addressing skills students may be lacking, to be successful. **Root Cause/Why:** Data from multiple sources (SBAC, MDTP, iReady, CAST) show specific need in ELA and Math support outside of the regular scheduled classes.

Parental Engagement

Parental Engagement Summary

Parental engagement at PLA has been a challenge.. Tiger Talk were continued through zoom with low attendance. Parent involvement with School Site Council has been positive. Jupiter grades has been the consistent means of communication for student progress to parents. Blackboard is used for whole school messaging. We did have grade level orientations in person, which was well attended by parents of freshmen and sophomores this year. Title One/Back to School Night was well attended in person. Parents did attend open event such as our Festival of Honor and Arena Conference Night. We do look forward to build off of those numbers as we move forward.

Parental Engagement Strengths

Increased parent engagement activities such as Tiger Talks, and Coffee Hour, Arena Conferences to provide opportunities for parents to meet with the site administrator and teachers to discuss topics associated with school goals, student academics, and needs. 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.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): PLA teachers and administration will increase communication with parents and other stakeholders throughout the school year through various means (digital, social media, Jupiter Grades, newsletters). **Root Cause/Why:** PLA has experienced difficulty in getting parents and community members involved on campus.

School Culture and Climate

School Culture and Climate Summary

School Climate – PLA will provide students with academic, social and emotional intervention strategies to improve student behavior, promote increased learning, provide training in PBIS strategies, and provide other support to teachers and staff. School culture and climate was increased throughout the year. We looked at the Healthy kids survey to look at two areas when it comes to our culture and climate. Adults caring for students and High expectations set by adults.

School Culture and Climate Strengths

PAWS has allowed our Staff to maintain relationships with our current students, and build relationships with our Freshmen. In-Person Cohorts, Mentorship from University of Pacific, and guest speakers also contributed to connecting students to PLA. We continued to use Leadership and PAWS to engage students to a variety of activities promoting school spirit and social interaction amongst students. School Environment, School Connectedness, Academic Motivation, and Promotion of Parent Involvement Scales showed that almost 61 percent of students 9th and 11th grade agreed or strongly agreed there are caring adults at the school and close to 71 percent the same students responded that there are High expectations set by the adults at PLA.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Adults need to work within scheduling parameters the make time in the schedule for school culture building events. **Root Cause/Why:** Adults on the PLA campus have not collectively focused on maximizing the positive effect of student led, culture building, events.

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 Goal

Goal 1: Student Achievement SUSD will implement a Multi-Tiered System of Support (MTSS) to increase student achievement and 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 and to address barriers to learning with targeted services for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority student groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities).

Goal 1.1

Goal 1 - Student Achievement ELA/ELD and Math SMART Goal: All students entering the school year as an English Language Learner will be reclassified as English proficient before the end of the current school year. ELA SMART Goal: PLA will ensure that math proficiency will increase to more than 90% proficient as measured by SBAC by the end of the 2023-2024 school year. PLA students taking the Advanced Placement exam will increase the number of 3's and above scored by 10% over the previous ELA AP scores for grades 11 and 12. Math SMART Goal: PLA will ensure that math proficiency will increase to more than 45% proficient as measured by SBAC by the end of the 2023-2024 school year. PLA students taking the Advanced Proficiency exam will increase the number of 3's and above scored by 10% over the previous AP Calculus and AP Statistics scores. Science SMART Goal: PLA will increase CAST science scores by 10% or more in school year 2023-2024. Graduate SMART Goal: PLA will graduate 100% of students on time at the end of school year 2023-2024. College/Career SMART Goal: PLA will graduate 75% of seniors A-G compliant by the end of the 2023-2024 school year.

Identified Need

Needs Statement 1 (Prioritized): Increase student achievement through implementation of researched based instructional practices in the classroom and strategically targeted intervention for students requiring additional support.

On time interventions for students in PAWS addressing skills students may be lacking, to be successful.

Adults need to work within scheduling parameters the make time in the schedule for school culture building events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Students reclassifying to Fluent English Proficient	66% reclassified	75% reclassified
Percent of seniors A-G compliant	68% 2022 SY Seniors	75% 2023 SY seniors

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
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 Law. Conferences - Title I \$5,000 * AP Summer Institute - Summer 2024 - Up to 4 staff members * AP By the Sea - Summer 2024 - Up to 5 staff members * Attend USA to increase CTE involvement. Teachers will use various equipment such as the laminator, copier, Duplo, poster maker, and 3D printer. Pacific Law Academy will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training. Metrics for Progress Monitoring: # of students meeting graduation requirements, # of students meeting A-G requirements, # of students completing pathways, # of students participating in college tours/field trips, # of students completing courses through APEX

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$5,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students
Low Income
Foster Youth
English Learners

Strategy/Activity

The .20 FTE Counselor (district pays .8 FTE) 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. (Title 1 - Allocating \$32,935). 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. PLA to continue to increase Instructional Coaches (2 @ .5 FTE Instructional Coaches - Centralized Service) to core teachers in math, English, science, and social science at 1.5 FTE to provide teachers with classroom support, instructional support, data coaching, and lead professional development as needed. 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. Students will be provided an "academic folder" which allows for them to have their a-g requirement documentation readily available for discussion and personal reminder. Students will be provided planners to assist them in organizing their assignment and enhance time management to meet a-g requirements. Counselor and teachers will use various equipment such as the laminator, copier, Duplo, poster maker for students to have college/career materials as necessary. (If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.) Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. Pacific Law Academy will provide certificated and classified additional compensation/substitute costs needed for supplemental instruction, intervention, and enrichment.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$32,935	50643 - Title I
\$3,508	50643 - Title I Salary Contingency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Foster Youth
Low Income
All Students
English Learners

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. 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. Students will be integrated in PLA 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 elective 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 makeup, and other academic work as assigned. All PLA students to take the AP exams. 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. Applicable supplemental instructional materials include STEAM specific project materials, science specific project materials, 3D printers. ****General supplies are unallowable using State & Federal funds.**** Teachers will use various equipment such as the laminator, copier, Duplo, poster maker, and 3D printer. Instructional equipment needed to implement supplemental programs and provide effective instruction include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, wireless audio components, and other instructional ancillary devices. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Low Income
All Students

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation Students will be provided opportunities to visit college campuses to explore various career pathways, become familiar with college environment and prerequisites, and develop college four year plan. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. Pacific Law Academy will pay student fees, professional services, and duplicating costs associated with SEL development, building, college and career readiness, CTE pathways, PLUS initiatives, and PBIS implementation to improve school climate.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$5,697	50643 - Title I
\$1,000	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Overall we were able to maintain our 100 percent graduation rate. Our ELA SBAC scores increased from the 2021 school year. Our Math SBAC decreased slightly. We increased our A-G completion rate to 70% . Our overall AP passage rate increased from 14.4% in 2021 to 19.1% in 2022.

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

The major difference impacting strategy one was an absence of a Math instructional coach for the site. We had to adjust by using the District Curriculum Math Program Specialist to support our Math Department. Our summer bridge program was impacted to become a loss of learning program due to the pandemic.

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.

Our Strategies will remain the same as a result of year long discussions held with School Site Council and staff.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments SUSD will implement and promote a Multi-Tiered System of Support (MTSS) to 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. Increased access of academic and social-emotional supports for our unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) will be addressed through MTSS targeted strategies.

Goal 2.1

Suspension - PLA will continue to reduce the amount of suspensions by 100% by the end of school year 2023-2024 school year. Expulsion - Attendance/Chronic Truancy - PLA will reduce the number of students considered chronic absence and truancy by 10% by the end of the 2023-2024 school year School Climate - PLA will increase the percentage of students reporting a high connection to PLA to 5% by the end of the 2023-2024 school year. PLA will increase the percentage of students who felt part of the school across all grade levels by 5%by the end of the 2023-2024 school year. PLA will increase the percentage of students who feel at least one adult on campus cares about students by 5% by the end of the 2023-2024 school year. PLA will increase the percentage of students who feel safe at PLA by 5% by the end of the 2023-2024 school year.

Identified Need

Needs Statement 1 (Prioritized): Increase student achievement through implementation of researched based instructional practices in the classroom and strategically targeted intervention for students requiring additional support.

On time interventions for students in PAWS addressing skills students may be lacking, to be successful.

Adults need to work within scheduling parameters the make time in the schedule for school culture building events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLUS Survey Data	74% students felt part of the school(PLUS) across each grade span 82% of students reported at least one adult who cared about them (PLUS) 82% of students felt safe(PLUS) 0% of students were suspended for mutual combat (fighting)	79% students felt part of the school(PLUS) across each grade span 87% of students reported at least one adult who cared about them(PLUS) 87% of students felt safe(PLUS)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

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. (***Incentives/gifts/appreciation "events"/entertainment is not allowable using State and Federal funds.) Provide professional development opportunities to staff to support awareness of student safety and connectedness including opportunities for anti-bullying campaigns, student leadership and academic motivation. Conferences: * CADA - Winter 2023 - 2 teachers and administrator * STEAM- Spring 2024 - 2 teachers * Restorative Justice - 1 CSM

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Foster Youth
English Learners
Low Income

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. Implement additional staff support through additional compensation for the counselor to provide social emotional support to students. 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. Additional Comp: 1 counselor X 50 hours X \$60 = \$3,000

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

In looking at the summary of key indicators from our Healthy Kids Survey, two areas that support the two activities from each strategy. Caring Adults and High expectations. This aligns with our mission and vision. We range from 53 percent to 79 percent.

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

During the monthly School Site Council meetings and Teacher collaborations we did discuss the focus of using the existing strategies to continue to support our students both academically and provide social emotional supports.

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.

We have discussed and agreed as a school site council to continue forward with our current plan making any adjustments necessary if we see a need that arises. We would make the adjustment in the LCAP and SPSA.

LCAP Goal

Goal 3: Meaningful Partnerships Together, in collaboration with families and community stakeholders, SUSD will create a culture of inclusion that will build meaningful partnerships, increase student and parent engagement, and address and remove barriers to learning for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) so all students acquire the attitude, skills, and knowledge to become successful members of society.

Goal 3.1

Increase parent engagement activities such as Tiger Talks, and Coffee Hour to provide opportunities for parents to meet with the site administrator to discuss topics associated with school goals and needs. 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 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. Copying cost for flyers and other materials for parent meetings.

Identified Need

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

Adults need to work within scheduling parameters the make time in the schedule for school culture building events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Tiger Talk sessions offered throughout the school year. Community events over the previous school year. Parent volunteers. Parent / Teacher recorded contact during the school year.	We did not have any parents participate in a scheduled Tiger Talk meeting all year during school year 2022-23. PLA hosted 2 special community events during school year 2022-23. PLA did not have a parent volunteer for the 2022-23 SY. Teacher-parent communication has been minimal and inconsistent but increasing 2022-23 SY.	PLA will will increase Tiger Talk participation by 10%. PLA will host 1 additional community event on campus. PLA will increase parent volunteers by 10%. PLA will increase documented parent/ teacher contact by 10%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

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 Talks, Coffee Hour, College Night Presentation, and Arena Conferences to provide opportunities for parents to meet with the site administrator, school staff, and teachers to discuss topics associated with school goals, and academic needs. 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 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. Non-instructional materials: \$807 ****General supplies are unallowable using State & Federal funds. ****

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$807	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2022-2023 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.

We have been very strong with our Jupiter Grades access for students and parents. We did not return our law day events for 21-22 SY. Student led academic conferences are a goal that we would like to keep. CTE programs will continue to be a work in progress to achieve two pathways. We have been able to offer Law pathway, but we lost our Technology pathway due to staffing changes. In person grade level orientations at the beginning of the year worked as well as the in person Title I back to school night.

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

Through the discussions with our School Site Council we talked about attendance concerns for our virtual Tiger Talks. We talked about what we can do to increase messaging to attract more parents and community members.

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.

Strategies and activities will remain the same at Pacific Law Academy for our parents and community stakeholders.

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	\$48,947.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$48,947.00

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 (\$)
50643 - Title I	\$44,632.00
50647 - Title I - Parent	\$807.00
50643 - Title I Salary Contingency	\$3,508.00

Subtotal of additional federal funds included for this school: \$48,947.00

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 (\$)
There are no state or local funds indicated in this plan.	

Subtotal of state or local funds included for this school: [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$48,947.00

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. This SPSA was adopted by the SSC at a public meeting on 05/18/2023.	
Attested:	

Principal, Kraig Jorgensen on 05/18/2023

SSC Chairperson, Glen Gapusan on 05/18/2023

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov