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**STOCKTON UNIFIED SCHOOL
DISTRICT**

**REQUEST TO RENEW THE CHARTER OF
PACIFIC LAW ACADEMY CHARTER SCHOOL**

GOVERNING BOARD PUBLIC HEARING DATE:

April 13, 2021

GOVERNING BOARD DETERMINATION MEETING DATE:

May 25, 2021

Background:

In April 2021, the Board received the request to renew the Pacific Law Academy Charter School (“Charter School”), seeking a renewal term of July 1, 2021 through June 30, 2026.

The Charter School has been operating in the District under a charter authorized by the Stockton Unified School District (“District”) since the 2011-2012 school year.

On April 13, 2021, the Board conducted a public hearing on the Renewal as required by Education Code 47605(b) to consider the level of support for the Renewal by teachers, other employees and parents/guardians.

At its May 25, 2021 meeting, the Board must take action to grant or deny the Renewal under the standards set forth in Education Code section 47605(b).

Legal Requirements:

Education Code section 47605(c)(5)(B) requires that the Renewal contain a reasonably comprehensive description of the following required charter petition elements:

1. Description of educational program
2. Measurable pupil outcomes
3. Method for assessing pupil progress
4. Governance structure of the school
5. Employee qualifications
6. Health & safety procedures
7. Means to achieve race/ethnic balance
8. Admission requirements, if applicable
9. Manner in which annual independent financial audits shall be conducted
10. Student suspension & expulsion procedures
11. Staff coverage by State Teachers’ Retirement System, Public Employees’ Retirement System or Social Security
12. Public school attendance alternatives
13. District employee leave & return rights
14. Dispute resolution process
15. Procedures for closure of school

Other Information Required for a Successful Charter Petition:

1. Information regarding proposed operation and potential effects of the school
2. Facilities to be utilized
3. Provision of administrative services
4. Potential civil liability effects, if any
5. Proposed 1st year budget, and 3 years of financial projections/cash flow

6. Affirmations
 - a. Nonsectarian program
 - b. No tuition
 - c. No discrimination
 - d. Admission not according to residence of pupil or parents

Grounds for Denial:

If a governing board denies a renewal, it must make written findings to support any of the following under Education Code § 47605(c):

- “(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school;
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;
- (3) The petition does not contain the [required] number of signatures [not applicable for renewal];
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision [Education Code §§47605](e);
- (5) The petition does not contain reasonably comprehensive descriptions of all of the [criteria set forth in Education Code §§47605(c)(5)(A)-(O)]; and
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of [Government Code § 3540 (the Rodda Act, the State’s collective bargaining law for school employees.).]”

Analysis of Academic Performance as a “Middle-Performing” Charter School:

Under Education Code §47607.2(b), for “mid-performing charters,” the chartering authority, on renewal, shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school in the state and local indicators” and “shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.”

For mid-performing charters, Education Code §47607.2(b) requires the authorizer to consider clear and convincing evidence that either:

- (1) The Charter School has achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or
- (2) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (for secondary grades only.)

The chartering authority may deny a renewal only upon making written findings, with sufficient facts to support the findings, that: (1) the charter school has failed to meet or make sufficient progress towards meeting standards that provide a benefit to the pupils of the school, (2) that closure of the charter school is in the best interest of pupils, and, (3) if applicable, its decision provided greater weight to performance of measurements of academic performance. A charter granted under this subdivision shall be granted for a term of **five (5)** years.

Potential Outcomes for May 25, 2021 Board Action:

Education Code section 47605(b) requires that “[t]he governing board of the school district shall publish all staff recommendations, including the recommended findings ... regarding the petition at least 15 days before the public hearing at which the governing board of the school district will either grant or deny the charter.” This staff recommendation was posted on May 10, 2021, in compliance with Education Code section 47605(b).

Education Code section 47605(b) requires that the Board “grant or deny” the renewal. Staff identifies the following two potential outcomes:

- Option 1: If the Board takes action to grant the Renewal, such action should be conditioned upon the Charter School’s written agreement to perform the conditions set forth in Exhibit A of the attached Resolution.
- Option 2: If the Board takes action to deny the Renewal, it should adopt the findings set forth on pp. 8-9 of the attached Resolution as the required findings in support of its decision.

Staff Recommendation:

Staff recommends that the Board grant the request to renew the Pacific Law Academy Charter for a five-year term of July 1, 2021 through June 30, 2026.

Whether or not to renew a “Middle Performing Charter” lies within the Board’s discretion, though the Board shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school in the state and local indicators” and “shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.” The Board shall consider “clear and convincing evidence that the Charter School has achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.”

A denial must be made upon written findings that the charter school has failed to meet or make sufficient progress towards meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils, and that the decision provided greater weight to performance of measurements of academic performance.

If the Decision is to Grant Renewal: If the Board grants renewal, it should select Option 1 on p. 7 and adopt the attached Resolution in support of its decision directing the Charter School to meet the conditions set forth in Exhibit A.

If the Decision is to Deny Renewal: If the Board denies renewal, it should select Option 2 on p. 7 and adopt the findings on pp. 8-9, as well as in the remainder of the Resolution, in support of its decision.

**RESOLUTION OF THE STOCKTON UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGARDING REQUEST TO RENEW
THE PACIFIC LAW ACADEMY CHARTER**

WHEREAS, by enacting the Charter Schools Act (Ed. Code §§ 47600, *et seq.*), the Legislature has declared its intent to provide opportunities to teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure for the purposes specified therein; and

WHEREAS, the Legislature has declared its intent that charter schools are and should become an integral part of the California educational system and the establishment of charter schools should be encouraged, and that charter schools are part of and under the jurisdiction of the Public School System and the exclusive control of the officers of the public schools; and

WHEREAS, Assembly Bill 1505 (AB 1505) was signed into law by Governor Gavin Newsom on October 3, 2019, adding a number of new provisions to the petition review and evaluation criteria, most of which took effect on July 1, 2020; and

WHEREAS, AB 1505 amended Education Code §47605(c) to state that an authorizer “shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district [or potential authorizer] shall consider the academic needs of the pupils the school proposes to serve”; and

WHEREAS, although charter schools are exempt from many of the laws governing school districts, in return for that flexibility, they are accountable for complying with the terms of their charters and applicable law; and

WHEREAS, Education Code §47605(c) charges school district governing boards and county boards of education with the responsibility of reviewing charter petitions to determine whether they meet the legal requirements for a successful charter petition; and

WHEREAS, a successful charter petition must contain reasonably comprehensive descriptions of the criteria set forth in Education Code § 47605(c)(5)(A)-(O), as well as the affirmations and other requirements set forth in Education Code §47605; and

WHEREAS, if a governing board denies a petition to form a charter school, it must make written findings to support any of the following under Education Code § 47605(c): “(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school; (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (3) The petition does not contain the [required] number of signatures [not applicable to renewals]; (4) The petition does not contain an affirmation of each of the conditions described in subdivision [Education Code §§47605](e); (5) The petition does not contain reasonably comprehensive descriptions of all of the [criteria set forth in Education Code §§47605(c)(5)(A)-(O)]; and (6) The petition does not contain a declaration of whether or not the charter school shall

be deemed the exclusive public employer of the employees of the charter school for purposes of [Government Code § 3540 (the Rodda Act, the State’s collective bargaining law for school employees.);]” in addition to the two new grounds added as set forth below; and

WHEREAS, AB 1505 added the following grounds for denial of a petition, effective July 1, 2020:

(7) “The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors: (A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings. (B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate,” and

(8) “The school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Section 42131 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 42131, has a negative interim certification pursuant to Section 42131, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.”

WHEREAS, the above two new grounds do not apply to a request to renew a charter, but do apply to the impact of a proposed material revision of a charter under Education Code section 47607(a)(4); and

WHEREAS, Pacific Law Academy Charter School (“Charter School”) has been operating since the 2011-2012 school year as a charter school authorized by the District; and

WHEREAS, in April, 2021, the Charter School submitted its Renewal at a duly agendized meeting of the Board of Education; and

WHEREAS, in compliance with Education Code §47605(c), the Board held a public hearing on April 13, 2021 to determine the level of support for the Renewal; and

WHEREAS, the Board of Education, under Education Code §47605(c), is obligated to take action to grant or deny the Renewal within 90 days of its submission, unless the parties mutually agree to an extension of up to thirty (30) days; and

WHEREAS, the California Department of Education has designated Pacific Law Academy Charter School as a “mid-performing charter”;

WHEREAS, under Education Code §47607.2(b), for “mid-performing charters,” the chartering authority, on renewal, shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school in the state and local indicators”; and

WHEREAS, under Education Code §47607.2(b), for mid-performing charters, “[t]he chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal”; and

WHEREAS, under Education Code §47607.2(b), for mid-performing charters, the authorizer shall consider clear and convincing evidence that either:

- (1) The Charter School has achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or
- (2) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers; and

WHEREAS, under Education Code §47607.2(b), for mid-performing charters, the chartering authority may deny a renewal only upon making written findings, with sufficient facts to support the findings, that: (1) the charter school has failed to meet or make sufficient progress towards meeting standards that provide a benefit to the pupils of the school, (2) that closure of the charter school is in the best interest of pupils, and, (3) if applicable, its decision provided greater weight to performance of measurements of academic performance; and

WHEREAS, under Education Code §47607.2(b), for mid-performing charters, a charter granted under this subdivision shall be granted for a term of five (5) years; and

WHEREAS, the Education Code does not require that the Board make findings if it elects to grant a renewal; and

WHEREAS, if a governing board denies a petition to form or renew a charter school, it must make written findings to support any of the grounds listed under Education Code § 47605(c).

NOW, THEREFORE, BE IT FURTHER RESOLVED AND ORDERED by the Stockton Unified School District Board of Education that:

Option 1: The Board hereby grants the request to renew the charter of the Pacific Law Academy for a term of **July 1, 2021 through June 30, 2026**, conditioned upon the Charter School signing and agreeing to the conditions attached as Exhibit A to this Resolution. [Proceed directly to the recitals at the end of this Resolution]; or

Option 2: *The Board hereby denies the request to renew the charter of the Pacific Law Academy on the following grounds (all findings below support all grounds listed for the Board’s decision):*

1. *Petitioners are Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition (Education Code § 47605(c)(2)).*
2. *The Petition Fails to Contain a Reasonably Comprehensive Description of all 15 Required Elements set forth in Education Code § 47605(c). (Education Code § 47605(c)(5)(A)-(O).)*
3. *Under Education Code §47607.2(b), the Board finds that: (1) the charter school has failed to meet or make sufficient progress towards meeting standards that provide a benefit to the pupils of the school, (2) that closure of the charter school is in the best interest of pupils, and, (3) if applicable, its decision provided greater weight to performance of measurements of academic performance.*

The Board of Education's decision is based on all of the factual findings contained below.

CAASPP:

ELA:

- *PLA student's average points above standard declined from 2018 to 2019 by 8.1 points, representing about a 10% decline in students meeting or exceeding standards in ELA as measured by the CAASPP.*
- *This decline in student assessment results as measured by the CAASPP was also identified in the socio-economically disadvantaged student group enrolled in the school with a 15.83% decline in students meeting or exceeding standards in ELA, with 57.14% of students assessed meeting or exceeding standards. Even with this decline, students on average continued to score 39.2 points above standard and achieved at the same if not higher level than comparable high schools within the district.*
- *This decline was also identified in the Hispanic/Latino subgroup, with an 18.4% decline in students meeting or exceeding standards in ELA with 59.38% of students assessed meeting or exceeding standards. Even with this decline, students on average continued to score 28 points above standard and achieved at the same if not higher level than comparable high schools within the district.*

Math:

- *PLA students score on average 37.6 points below standard and progress growth was demonstrated from 2017 to 2018 with a 17.6 point decline and 5.4% decrease in students meeting or exceeding standards as measured by the CAASPP.*
- *For the Hispanic student group, data shows that on the 2019 California School Dashboard that 25% met or exceeded standards, with an average of 70.90 points below standard.*

Local Academic Data:

- *For ELA in 2019-2020, students on grade level in the 9th grade totaled 30.5% on the Fall assessment and 31% on the Winter assessment, 10th graders 41.4% on the Fall assessment and 36.4% on the Winter assessment, and 11th graders 26.1% on the Fall*

assessment and 15.9% on the Winter assessment, with overall 33.1% scored on grade level in the Fall assessment and 28.7% scored on grade level on the Winter assessment.

- *Assessment data from Fall to Winter assessment demonstrated that none of the student groups enrolled in PLA made growth of students on grade level, with the following student groups maintaining the percentage of students on grade level: African American students maintaining at 40% and Multiple Race students maintaining at 50% of students on grade level.*
- *For 2019-2020 in Math, students on grade level: the 9th grade with 45.8% on the Fall assessment and 25.5% on the Winter assessment, 10th graders 15.5% on the Fall assessment and 15.7% on the Winter assessment, and 11th graders 8.5% on the Fall assessment and 5.7% on the Winter assessment, with overall 24.4% scored on grade level in the Fall assessment and 17% scored on grade level on the Winter math assessment.*
- *Only one student group demonstrated growth from the Fall to Winter math assessment results with Asian students increasing 7.1% from 42.9% to 50%, with all other student groups either showing no growth or no data was available for the winter administration of the math local assessment.*
- *Data appears to demonstrate that the charter school has not consistently achieved measurable increases in academic achievement as measured by standardized and local assessment results, however, the percentage of students that met or exceeded standards are equal or higher than comparable high school achievement results.*

The Board finds that, based on the above data, there is not “clear and convincing evidence that the Charter School has achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.” Staff has also concluded that the charter school has failed to meet or make sufficient progress towards meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils, and that the decision provided greater weight to performance of measurements of academic performance because the charter school has not consistently achieved measurable increases in academic achievement as measured by standardized and local assessment results.

The following required elements do not meet the “reasonably comprehensive” requirement:

- A. Educational Program
- D. Governance
- E. Employee Qualifications
- F. Health and Safety
- H. Admissions Requirements
- J. Student Discipline
- N. Dispute Resolution
- O. Closure Procedures

Analysis of each of the elements follows below:

1. Required Petition Elements/Likelihood of Successfully Implementing the Program Set Forth in the Petition.

“In determining whether the descriptions in the petition are “reasonably comprehensive,” an authorizer considers whether they contain information that:

- 1) *is substantive and is not a listing of topics with little elaboration;*
- 2) *for elements that have multiple aspects, addresses all aspects of each element, not just selected aspects;*
- 3) *is specific to the charter petition being proposed, not to charter schools or charter petitions generally; and*
- 4) *describes how the charter school will:*
 - a) *improve student learning;*
 - b) *increase learning opportunities for its students, particularly students who have been identified as academically low achieving;*
 - c) *encourage the use of different or innovative teaching methods;*
 - d) *create new professional opportunities for teachers;*
 - e) *provide parents, guardians, and students with expanded educational opportunities;*
 - f) *hold itself accountable for measurable, performance-based student outcomes; and*
 - g) *provide vigorous competition with other public school options available to parents, guardians, and students.” (5 C.C.R. § 11967.5.1(g).)*

A. The Educational Program of the School. (Subd. (c)(5)(A)(i)):

The educational program should identify, among other things:

- (a) *Charter petitions must include a description of annual goals for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Subd. (c)(5)(A)(ii).)*
- (b) *the target student population, including grade levels, approximate numbers of students, and specific educational interests, backgrounds or challenges;*
- (c) *what it means to become an “educated person” in the 21st century, including a description of the specific educational experiences that the charter school will offer to enable each of its students to become an “educated person;”*
- (d) *a statement regarding how learning best occurs;*
- (e) *the objective of enabling students to become self-motivated, competent, and lifelong learners;*
- (f) *a framework for instructional design that is aligned with the needs of the target student population;*
- (g) *the basic learning environment;*
- (h) *the instructional approach, including, but not limited to, the curriculum teaching methods that will enable the school’s students to master the content standards for the four core curriculum areas adopted by the State Board of Education pursuant to Education Code section 60605 and to achieve the objectives specified in the charter;*
- (i) *how the charter school will identify and respond to the needs of students who are not achieving at or above expected levels;*
- (j) *how the charter school will meet the needs of the students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations;*
- (k) *the charter school’s special education plan, including, but not limited to, the means by which the school will comply with Education Code section 47641, the process to be used to identify students who qualify*

- for special education programs and services, how the school will provide or access special education programs and services, the school's understanding of its responsibilities under the law for special education students, and how the school intends to meet those responsibilities; and*
- (m) *if the charter school will serve high school students, a description of how the school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. (Subd. (c)(5)(A); 5 C.C.R. § 11967.5.1(f)(1).)*

Findings:

The Renewal's description of its educational program is reasonably comprehensive in the following areas:

- Generally, the information provided and outlined within the Renewal provides research-based approaches that are likely to be of educational benefit to students who attend, and demonstrates that the elements of the proposed program are in alignment and offer a description of the instructional approaches the charter school will utilize that will enable enrolled students to master the content standards for the core curriculum areas and achieve the learning objectives specified in the charter.
- District staff has determined that Pacific Law Academy Charter School is consistent with sound educational practice, is likely to successfully implement the program, provides a clear, concise mission statement and description of what it means to be an educated person in the 21st Century, a framework for instructional design and development that is aligned with the needs of enrolled students, and meets the minimum requirements to qualify for renewal as a middle-performing charter school related to academic data analysis.

The Renewal should contain more detailed discussion in the following areas:

- English Language Learner Instruction: The Renewal discusses the Charter School's Plan for English Language Learners on p. 13. While the Renewal makes reference to the District's Master Plan for English Learners, it does not address in any detail, or in a reasonably comprehensive manner, how it would incorporate English Learner instruction into the school day in compliance with State standards; how it would provide Integrated and Designated English Learner instruction; and the processes and criteria for reclassification.
- The Renewal fails to address in an explicit, differentiated, or separate manner the required elements of the educational program:
 - the target student population, including grade levels, approximate numbers of students, and specific educational interests, backgrounds or challenges;
 - the objective of enabling students to become self-motivated, competent, and lifelong learners;

- how the charter school will identify and respond to the needs of students who are not achieving at or above expected levels;

B/C. Measurable Pupil Outcomes/Methods of Measuring Pupil Outcomes:

The measurable student outcomes identified for use by the charter school, defined as “the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. (Subd. (c)(5)(B).)

Outcomes must “address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of section 52052. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.”

The student outcomes should, at a minimum:

- (a) *specify skills, knowledge, and attitudes that reflect the school’s educational objectives and can be assessed by objective means that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress;*
 - (i) *the frequency of the objective means of measuring student outcomes should vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources; and*
 - (ii) *Objective means of measuring student outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and groups of students.*

The method by which progress toward meeting the student outcomes is measured. (Subd. (c)(5)(C).) The method should, at a minimum:

- (a) *utilize a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment;*
- (b) *include the annual assessment results from the [CAASPP]; and*
- (c) *outline a plan for collecting, analyzing, and reporting student achievement data to school staff and parents, and for utilizing the data to monitor and improve the charter school’s educational program. (5 C.C.R. § 11967.5.1(f)(3)) (Subd. (c)(5)(C).)*

Findings:

Introduction: Pacific Law Academy has operated as a dependent, classroom-based charter school under the authorization of the District since 2011, and serves a population of 212 students in 9th through 12th grade. According to the most recent data available on the California School Dashboard and local data, Pacific Law Academy’s student population consists of:

- 65.9% socio-economically disadvantaged students
- 2.4% English learners
- 0% Foster Youth
- 2.37% Students With Disabilities
- 6.16% African American students

- 1.9% American Indian or Alaskan Native
- 10.9% Asian students
- 4.27% Filipino students
- 65.4% Hispanic students
- 0.95% Pacific Islander students
- 9.48% White students

Pacific Law Academy’s current charter term expires on June 30, 2021, and it is seeking a five-year renewal term. The Charter School is identified by the CDE as “middle performing.”

Academic Performance:

CAASPP:

ELA: Academic data demonstrates that in state standardized assessment results in the area of ELA, for all students, Pacific Law Academy has maintained an average of students scoring 41.8 points above standard, identified by a Green color status on the 2019 California School Dashboard. Data demonstrates that PLA students’ average points above standard declined from 2018 to 2019 by 8.1 points, representing about a 10% decline in students meeting or exceeding standards in ELA as measured by the CAASPP SBAC assessment. This decline in student assessment results as measured by the CAASPP SBAC assessment was also identified in the socio-economically disadvantaged student group enrolled in the school with a 15.83% decline in students meeting or exceeding standards in ELA with 57.14% of students assessed meeting or exceeding standards. Even with this decline in socio-economically disadvantaged students meeting or exceeding standard as measured by the CAASPP SBAC assessments, students on average continued to score 39.2 points above standard and achieved at the same if not higher level than comparable high schools within the district. This decline in student assessment results as measured by the CAASPP SBAC assessment was also identified in the Hispanic student group enrolled in the school with an 18.4% decline in students meeting or exceeding standards in ELA with 59.38% of students assessed meeting or exceeding standards. Even with this decline in Hispanic students meeting or exceeding standard as measured by the CAASPP SBAC assessment, students on average continued to score 28 points above standard and achieved at the same if not higher level than comparable high schools within the district.

Math: In the standardized assessment data aligned with math results for all students and the student groups enrolled in the school the data demonstrated that students were scoring on average 37.6 points below standard and progress growth was demonstrated from 2017 to 2018 with a 17.6 point decline and 5.4% decrease in students meeting or exceeding standards as measured by the CAASPP SBAC assessment. Specifically, for the Hispanic student group enrolled in PLA, data shows that on the 2019 California School Dashboard that 25% met or exceeded standards, with an average of 70.90 points below standard.

Local Academic Data: Local academic data (iReady Assessment) from 2019-2020 aligned with ELA demonstrated that students on grade level in the 9th grade with 30.5% on the Fall assessment and 31% on the Winter assessment, 10th graders 41.4% on the Fall assessment and 36.4% on the Winter assessment, and 11th graders 26.1% on the Fall assessment and 15.9% on

the Winter assessment scored on grade level as measured by local assessments, with overall 33.1% scored on grade level in the Fall assessment and 28.7% scored on grade level on the Winter assessment.

Assessment data from Fall to Winter assessment demonstrated that none of the student groups enrolled in PLA made growth of students on grade level, with the following student groups maintaining the percentage of students on grade level : African American students maintaining at 40% and Multiple Race students maintaining at 50% of students on grade level as measured by the ELA local assessment.

Local academic data from 2019-2020 aligned with Math demonstrated that students on grade level in the 9th grade with 45.8% on the Fall assessment and 25.5% on the Winter assessment, 10th graders 15.5% on the Fall assessment and 15.7% on the Winter assessment, and 11th graders 8.5% on the Fall assessment and 5.7% on the Winter assessment scored on grade level as measured by local assessment measures, with overall 24.4% scored on grade level in the Fall assessment and 17% scored on grade level on the Winter math assessment. Only one student group demonstrated growth from the Fall to Winter math assessment results with Asian students increasing 7.1% from 42.9% to 50% with all other student groups either showing no growth or no data was available for the winter administration of the math local assessment.

Graduation Rates: Pacific Law Academy's data demonstrates a consistent 95% or above graduation rate with four-year graduation cohort data showing 100% in 2017, 95.10% in 2018, 100% in 2019, and 95.90% in 2020 graduation rates and for the Four-Five year combined cohort graduation rate showing 95.10% in 2018, 100% in 2019, and 95.90% graduation rate in 2020. For the Four-Year graduation rate student group data shows for Hispanic students 100% graduation rate 2017 through 2020 and for Low-Income students 100% in 2017, 97.30% in 2018, 100% in 2019, and 97.30% in 2020. For the Four-Five year combined cohort graduation rate data for student groups data shows 100% graduation rates for 2018 and 2019 for African American students, no data for 2020, 100% in 2019 for American Indian or Alaskan Native students, no data for 2018 or 2020, 100% for 2018 and 2019 for Asian students, no data for 2020, 100% for English learners in 2018 and 2019 with no data for 2020, 100% for Filipino students in 2019 with no data for 2018 or 2020, 100% in 2019 for Pacific Islander with no 2018 or 2020 data, for Low-Income students 97.30% in 2018, 100% in 2019, 97.30% in 2020, 100% in 2019 for Students with Disabilities with no 2018 or 2020 data, and 83.30% for White students in 2018 and 100% in 2019 and no data for 2020.

College/Career Readiness: Longitudinal data demonstrates that over 50% of PLA's graduates meet the college career indicator demonstrating they are prepared for college or a career based on course completion and/or exams passed with data showing 51.4% in 2017, 58.5% in 2018, 68% in 2019, and 61.2% in 2020 graduates meeting the college career prepared status. PLA graduates meeting A-G requirements for admission into the UC/CSU system data shows that 56.80% in 2017, 56.40% in 2018, 72% in 2019, and 74.47% in 2020 PLA graduates met the A-G requirements. Of graduates from PLA, data shows that the college going rates are 82% in the class of 2016, 84% in the class of 2017, and 73% in the class of 2018 enrolled in college after graduating from PLA.

Data appears to demonstrate that the charter school has not consistently achieved measurable increases in academic achievement as measured by standardized and local assessment results, however, the percentage of students that met or exceeded standards are equal or higher than comparable high school achievement results, PLA was recognized as a California Distinguished School in 2019 by the CDE, and has achieved strong postsecondary outcomes, aligned with college enrollment, persistence, and completion rates equal to similar peers while offering pre-AP, AP, and college dual enrollment opportunities to enrolled 9th-12th grade students.

Overall, Pacific Law Academy Charter School students have performed at or above the state average on most indicators on a schoolwide basis and among student groups enrolled. A more detailed breakdown of the Charter School's academic performance is attached as Exhibit B of this Resolution

D. Governance

The governance structure of the charter school, including, but not limited to, the process to be followed by the school to ensure parental involvement. (Subd. (c)(5)(D).) The governance structure should, at a minimum:

- (a) include evidence of the charter school's incorporation as a non-profit public benefit corporation, if applicable;*
- (b) include evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that:
 - (i) the charter school will become and remain a viable enterprise;*
 - (ii) there will be active and effective representation of interested parties, including, but not limited to parents and guardians; and*
 - (iii) the educational program will be successful.**
- (c) include evidence that parental involvement is encouraged in a variety of ways and may include any of the following
 - (i) classroom observation;*
 - (ii) meetings with teachers and administrators;*
 - (iii) volunteering in the classroom and elsewhere at the school;*
 - (iv) student absence notification;*
 - (v) providing information on student achievement at the charter school;*
 - (vi) maintaining a safe school environment;*
 - (vii) examining the instructional materials used in the class or classes in which their child is enrolled;*
 - (viii) being informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child;*
 - (ix) having access to the school records of their child;*
 - (x) receiving information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish;*
 - (xi) being informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school; and*
 - (xii) participating as a member of any parent advisory committee established by the charter school. (5 C.C.R. § 11967.5.1(f)(4).)**

Findings:

The Charter School is governed by the District's governing board. The Renewal identifies "an extensive network of communication tools designed to connect parents and children to both the school community and to each other." (p. 28.) However, while the Charter School maintains an

advisory committee consisting of local community and industry members, it does not appear to maintain an advisory committee for parent involvement in the governance of the school.

E. Employee Qualifications:

The qualifications to be met by individuals employed by the school. (Subd. (c)(5)(E).) The qualifications should, at a minimum:

- (a) *identify general qualifications for the various categories of employees (e.g., administrative, instructional, instructional support, non-instructional support);*
- (b) *ensure the health and safety of the school's faculty, staff, and students, and the academic success of the students;*
- (c) *identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions; and*
- (d) *specify that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary. (5 C.C.R. § 11967.5.1(f)(5).)*

Findings:

The Renewal makes an outdated reference to the “Highly Qualified Teacher” requirements contained in the ESEA, as reauthorized by the Every Student Succeeds Act (ESSA) (p. 30). However, the ESSA refers back to state certification requirements, as opposed to containing a separate “Highly Qualified” standard.¹

The Renewal also does not identify or address the qualifications for non-instructional and non-certificated staff.

F. Health and Safety:

The procedures that the school will follow to ensure the health and safety of students and staff. (Subd. (c)(5)(F).) The procedures should, at a minimum:

- (a) *require that each employee of the school provide a criminal record summary as described in Education Code section 44237;*
- (b) *include the examination of faculty and staff for tuberculosis as described in Education Code section 49406;*
- (c) *require immunization of students as a condition of school attendance to the same extent as would apply if the students attended a non-charter public school;*
- (d) *provide for the screening of students' vision and hearing and the screening of students for scoliosis to the same extent as would be required if the students attended a non-charter public school. (5 C.C.R. § 11967.5.1(f)(6).)*
- (e) *The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents:*
 - i. *Child abuse reporting procedures;*
 - ii. *Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;*
 - iii. *Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;*
 - iv. *Procedures to notify teachers of dangerous pupils pursuant to Section 49079;*

¹ <https://www.cde.ca.gov/nclb/sr/tq/essateachreqfaq.asp>

- v. *A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200*
- vi. *The provisions of any schoolwide dress code, pursuant to Section Education Code 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;*
- vii. *Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;*
- viii. *A safe and orderly environment conducive to learning at the school;*
- ix. *The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;*
- x. *Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.”*

Findings:

This section of the Renewal addresses student immunization, but not screening for vision, hearing or scoliosis, or examination of faculty and staff for tuberculosis. (Education Code section 49406.) It also does not reference a school safety plan addressing the requirements of Education Code section 32282. No mention is made of the following commonly-addressed safety concerns at schools:

- Epinephrine Auto-Injectors (Education Code section 49414);
- Signs of Cardiac Arrest and Concussions/Head Injuries in Athletic Programs (Education Code section 33479, 49475);
- Safe Place to Learn Act (Education Code section 234 et seq. and Gun-Free Schools Act);
- Tobacco Use Prevention (California Health and Safety Code section 104495);
- Suicide Prevention (Education Code section 215);
- Notice regarding reporting of child abuse or sexual abuse (Education Code section 33133.5, 51900.6); and
- Required child abuse training (Penal Code section 11165.7.)

G. Racial and Ethnic Balance:

The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” (Subd. (c)(5)(G).)

Findings:

The Education Code requires the authorizer to evaluate the means by which the Charter School achieves a racial and ethnic balance that is reflective of the general population residing in in the boundaries of the school district. Of the largest subgroups, the Charter School enrolls a lower percentage of African-American and Hispanic/Latino students, but a greater percentage

of Asian and White students, than the District. However, the differences in the largest subgroups are not disproportionate.

Ethnicity	SUSD Charter School Enrollment	SUSD Non-Charter School Enrollment	Pacific Law Academy
African American	12.1%	9.9%	6.2%
American Indian or Alaska Native	0.7%	1.3%	1.9%
Asian	7.1%	8.9%	10.9%
Filipino	3.3%	3.7%	4.3%
Hispanic or Latino	67.6%	67.3%	65.4%
Pacific Islander	0.4%	0.5%	0.9%
White	4.4%	5.1%	9.5%
Two or More Races	3.9%	3.1%	0.9%
Total			

AB 1505 amended the Education Code to also require the Charter School to identify means by which it would maintain a percentage of English Language Learners and special education students that is reflective of that enrolled in the District. In these two areas, the Charter School's percentages are far more disproportionate, especially with respect to English Language Learners.

Subgroup	SUSD Charter School Enrollment	SUSD Non-Charter School Enrollment	Pacific Law Academy
English Learners	20.0%	23.4%	2.4%
Foster Youth	0.5%	0.8%	0.0%
Homeless Youth	1.5%	3.7%	0.5%
Migrant Education	0.4%	1.0%	0.0%
Students with Disabilities	5.9%	11.2%	2.4%
Socioeconomically Disadvantaged	75.8%	82.0%	65.9%
All Students	6,437	35,242	

The Renewal’s treatment of this legal requirement falls short of the reasonably comprehensive standard. The Renewal makes a reference to “reach[ing] out broadly to populations within the San Joaquin County and adjacent counties” and “broad variety of methods including recruitment visits to K-8 schools, district-wide recruitment meetings, and direct mail” (p. 33.) However, the Renewal does not recognize the addition of English Language Learners and special education students to the two student subgroups that are covered by this requirement, and lacks any detailed discussion of specific means that the Charter School would take to reach these underrepresented pupil populations.

H. Admissions Requirements:

Admission requirements, if applicable. (Subd. (c)(5)(H).) The admission requirements shall be in compliance with the requirements of Education Code section 47605(e) and any other applicable provision of law. (5 C.C.R. § 11967.5.1(f)(8).)

- (i) Each type of preference shall be approved by the chartering authority at a public hearing.*
- (ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.*
- (iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.*
- (iv) Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.*

Findings:

The admissions procedure contains preferences for applicants falling under the following categories:

- siblings of existing students
- children of faculty
- District residents
- all other applicants (p. 35).

Applicants falling under one of the preference groups are either exempted from the lottery, receive priority in selection, or are granted higher weighing in the lottery. However, there is nothing in the Renewal that prevents the application of the preferences in different and inconsistent ways among different groups. The description of the admissions procedure needs to specify how each preference will be implemented, to prevent indiscriminate or arbitrary application.

I. Audit Procedure:

The manner in which annual, independent, financial audits shall be conducted. (Subd. (c)(5)(I).) Such audits shall employ generally accepted accounting principles and shall, at a minimum:

- a. specify who is responsible for contracting and overseeing the independent audit;*
- b. specify that the auditor will have experience in education finance;*
- c. outline the process of providing audit reports to the chartering district, or other agency as the district may direct, and specify the time-line in which audit exceptions will typically be addressed; and*

- d. state the process the charter school will follow to address any audit findings and/or resolve any audit exceptions. (5 C.C.R. § 11967.5.1(f)(9).)

Findings:

No findings.

J. Student Discipline:

The procedures by which students can be suspended or expelled. (Subd. (c)(5)(J).) The procedures shall, at a minimum:

- a. identify a preliminary list of offenses for which students may (or must, where discipline is non-discretionary) be suspended or expelled;
- b. identify the procedures by which students can be suspended or expelled;
- c. identify the procedures by which parents, guardians, and students will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion;
- d. provide evidence that the petitioners reviewed the lists of offenses and discipline procedures and believe their lists provide adequate safety for students, staff, and visitors to the school and serve the best interests of the school's students and their parents/guardians; and
- e. if not otherwise covered under paragraphs (a), (b), (c), and (d):
 - i. provide due process for all students and demonstrate an understanding of the rights of students with disabilities in regard to suspension and expulsion; and
 - ii. outline how detailed policies and procedures will be developed and periodically reviewed and modified, as necessary. (5 C.C.R. § 11967.5.1(f)(10).)
- f. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
 - (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
 - (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
 - (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

Findings:

The Renewal describes an Honor Code that governs the conduct of all students (p. 39.) Under the Honor Code, a Tribunal of nine student justices will hear disciplinary cases and make a recommended action to the Principal, who shall make a final decision (p. 39). The Renewal also

states that “[d]isciplinary issues involving either student safety or potential suspension/expulsion shall be handled directly by the Principal, without Tribunal involvement. The Principal shall have the prerogative to remove a student from the Charter School and return the student to his/her neighborhood high school, or a more optimal placement for violations of the honor code and pledge” (p. 39.)

While the Honor Code and student tribunal are intriguing concepts, they raise due process and privacy concerns within the context of the Education Code and other laws. The Renewal does not address what steps the student tribunal would take to protect student privacy, or if student privacy could even be maintained under such a process. The Renewal also gives the Principal “the prerogative to remove a student from the Charter School and return the student to his/her neighborhood high school, or a more optimal placement for violations of the honor code and pledge” (p. 39.) However, giving the Principal unilateral power to disenroll a student from the Charter School, which amounts to an expulsion, without spelling out the grounds and procedures for suspension and expulsion, and “the procedures for how the charter school will comply with federal and state constitutional procedures and substantive due process requirements,” does not meet the requirements of Education Code section 47605(c)(5)(J)(i)-(iii).

K. STRS/PERS:

The manner by which staff members of the charter schools will be covered by the State Teachers Retirement System, the Public Employees’ Retirement System, or federal social security. (Subd. (c)(5)(K).) This requires, at a minimum, that the charter specify the positions to be covered under each system and identify the staff who will be responsible for arranging coverage. (5 C.C.R. § 11967.5.1(f)(11).)

Findings:

No findings.

L. Public School Attendance Alternatives:

The public school attendance alternatives for students residing within the school district who choose not to attend charter schools. (Subd. (c)(5)(L).) The alternatives shall specify, at a minimum, that the parent or guardian of each student enrolled in the charter school shall be informed that the student has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. (5 C.C.R. § 11967.5.1(f)(12).)

Findings:

No findings.

M. Employee Rights:

A description of the rights of any employees of the school district upon leaving the employment of the school district to work in a charter school, and of any rights to return to the district after employment at a charter school. (Subd. (c)(5)(M).) The description shall set forth, at a minimum, the following rights:

- a. any rights upon leaving the employment of a local education agency to work in the charter school that the local education agency may specify;
- b. any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify; and
- c. any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer that are not in conflict with law. (5 C.C.R. § 11967.5.1(f)(13).)

Findings:

No findings.

N. Dispute Resolution:

The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. (Subd. (c)(5)(N).) The procedures shall, at a minimum:

- a. describe how the costs of the dispute resolution process, if needed, would be funded; and
- b. recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter, the matter will be addressed at the chartering district's discretion in accordance with that provision of law and any regulations pertaining thereto. (5 C.C.R. § 11967.5.1(f)(14).)

Findings:

The Renewal states that “[i]nternal disputes, include all disputes among and between students, staff, parents, volunteers, advisors, [and] partner organizations shall be resolved according to the policies and procedures developed by the Charter School and in accordance with SUSD Board Policy and Administrative Regulation” (p. 43.) However, the Renewal does not set forth procedures to “resolve disputes relating to the provisions of the charter,” as is required by Education Code section 47605(c)(5)(N). The Renewal does not cite any specific District Board Policy or Administrative Regulation that specifically addresses how to resolve disputes between the District and the charter schools that it oversees. It also does not addresses how the costs of the dispute resolution process would be borne, or acknowledge that disputes potentially resulting in the revocation of the charter would not subject to the dispute resolution process.

O. Closure Procedures:

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of student records. (Subd. (c)(5)(O).)

Findings:

The Renewal does not mention the obligation to notify the State Teachers Retirement System, the California Public Employees' Retirement System, the federal Social Security Administration (if applicable); and the Special Education Local Plan Area of the closure of the Charter School. (5 CCR § 11962.)

2. Likelihood of Successfully Implementing the Program Set Forth in the Petition.

A. Fiscal/Budget: No findings.

B. Impact/Civil Liability Effects: No findings.

* * *

NOW, THEREFORE, BE IT FURTHER RESOLVED AND ORDERED by the Stockton Unified School District Board of Education that the Board [select one]:

Grants the request to renew the Pacific Law Academy for an additional five-year term of **July 1, 2021 through June 30, 2026**, based upon the Charter School's written agreement to the conditions contained in Exhibit A of this Resolution; or

Denies the request to renew the Pacific Law Academy, and hereby adopts the above factual findings in support of its decision.

PASSED AND ADOPTED on May 25, 2021, by the Stockton Unified School District by the following vote:

AYES:

NOES:

ABSTENTIONS:

ABSENCES:

I declare under penalty of perjury that the foregoing resolution was duly passed and adopted on the date and by the vote stated.

Secretary of the STOCKTON UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

EXHIBIT A

[Conditions for Approval]

The Charter School must agree in writing to abide by the following conditions of approval. Enforcement of the conditions would be performed through the District's oversight duties:

Conditions for Approval:

1. Submit, no later than June 30, 2021, supplemental written materials in support of the following required elements that meet the "reasonably comprehensive" standard.

A. Educational Program

D. Governance

E. Employee Qualifications

F. Health and Safety

H. Admissions Requirements

J. Student Discipline

N. Dispute Resolution

O. Closure Procedures

2. Improvement Plan:

Submit, no later than June 30, 2021, a detailed improvement plan to the District on how the Charter School will attain an increase in ELA and Math percentage proficiency for all students and student groups enrolled.

EXHIBIT B

[Academic Performance Data]

CAASPP **ELA** Indicator (Percentage of Students who Met or Exceeded the Standard for each year):

PAS= Points Above Standard & PBS= Points Below Standard (CAASPP Related Data)

Schoolwide:

Year 1: 60% Met or Exceeded Standard (26.90 PAS)

Year 2: 79.55% Met or Exceeded Standard (54.60 PAS)

Year 3: 74.51% Met or Exceeded Standard (49.80 PAS)

Year 4: 64.15% Met or Exceeded Standard (41.80 PAS)

Progress/Growth (Y/N) Maintained, (Green) 41.8 PAS, declined 8.1 points

Socioeconomically Disadvantaged (SED):

Year 1: 68% Met or Exceeded Standard (45.10 PAS)

Year 2: 72.41% Met or Exceeded Standard (43.50 PAS)

Year 3: 72.97% Met or Exceeded Standard (50.50 PAS)

Year 4: 57.14% Met or Exceeded Standard (39.20 PAS)

Progress/Growth (Y/N) No, No Color, 39.2 PAS, declined 11.3 points

English Learner (EL):

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

Students with Disabilities:

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

Hispanic/Latino Students:

Year 1: 58% Met or Exceeded Standard (21.90 PAS)

Year 2: 74.19% Met or Exceeded Standard (42 PAS)

Year 3: 77.78% Met or Exceeded Standard (55.3 PAS)

Year 4: 59.38% Met or Exceeded Standard (28 PAS)

Progress/Growth (Y/N) No, Yellow, however, student's continue to avg. PAS (28 PAS) with a 27.3 decline in points

Black/African American Students:

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

Asian Students:

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

White Students:

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

Filipino Students:

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

Two or More Races:

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

CAASPP **Math** Indicator (Percentage of Students who Met or Exceeded the Standard for each year):

PAS= Points Above Standard & PBS= Points Below Standard

Schoolwide:

Year 1: 40% Met or Exceeded Standards (-30.90 PBS)

Year 2: 31.82% Met or Exceeded Standards (-39.20 PBS)

Year 3: 43.14% Met or Exceeded Standards (-19.90 PBS)

Year 4: 37.74% Met or Exceeded Standards (-37.60 PBS)

Progress/Growth (Y/N) No, Yellow, 37.6 PBS, declined 17.6 points

Socioeconomically Disadvantaged (SED):

Year 1: 43% Met or Exceeded Standards (-20.40 PBS)

Year 2: 34.48% Met or Exceeded Standards (-34.90 PBS)

Year 3: 45.95% Met or Exceeded Standards (-18.90 PBS)

Year 4: 42.86% Met or Exceeded Standards (-28.50 PBS)

Progress/Growth (Y/N) No, No Color, 28.5 PBS, and declined 9.5 points

English Learner (EL):

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

Students with Disabilities:

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

Hispanic/Latino Students:

Year 1: 42% Met or Exceeded Standards (-37.40 PBS)

Year 2: 22.58% Met or Exceeded Standards (-60.80 PBS)

Year 3: 47.22 Met or Exceeded Standards (-15.20 PBS)

Year 4: 25% Met or Exceeded Standards (-70.90 PBS)

Progress/Growth (Y/N) No, Orange, 70.9 PBS, declined 55.7 points

Black/African American Students:

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

Asian Students:

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

White Students:

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

Filipino Students:

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

Two or More Races:

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

EL Progress Indicator (Percentage of EL students making progress towards proficiency):

Year 1: Less than 11 students, data not reported out

Year 2: Less than 11 students, data not reported out

Year 3: Less than 11 students, data not reported out

Progress/Growth (Y/N) NA

College/Career Indicator (Percentage of students that are “prepared” and the color assigned for each year (red, orange, yellow, green, blue)):

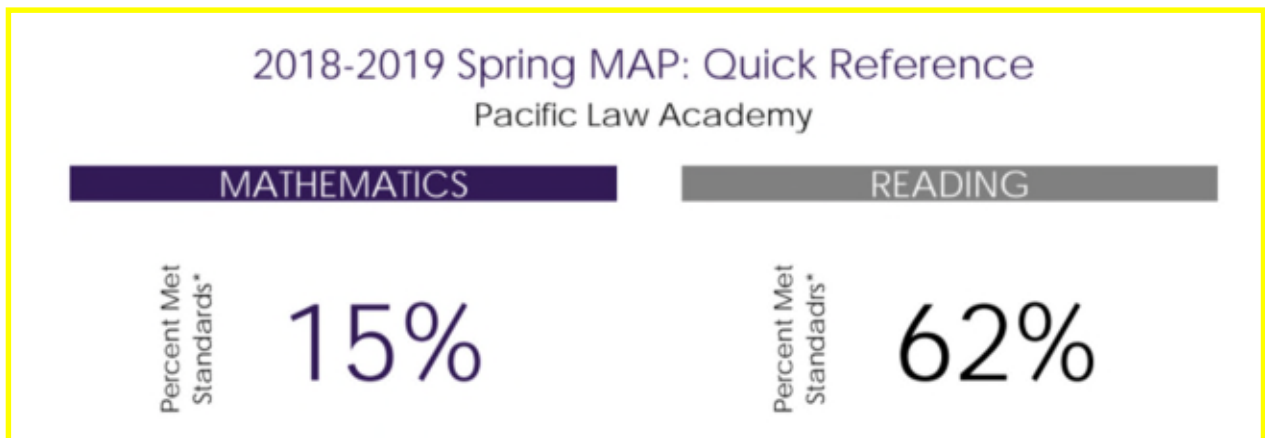
Year 1: 51.4% (2017)

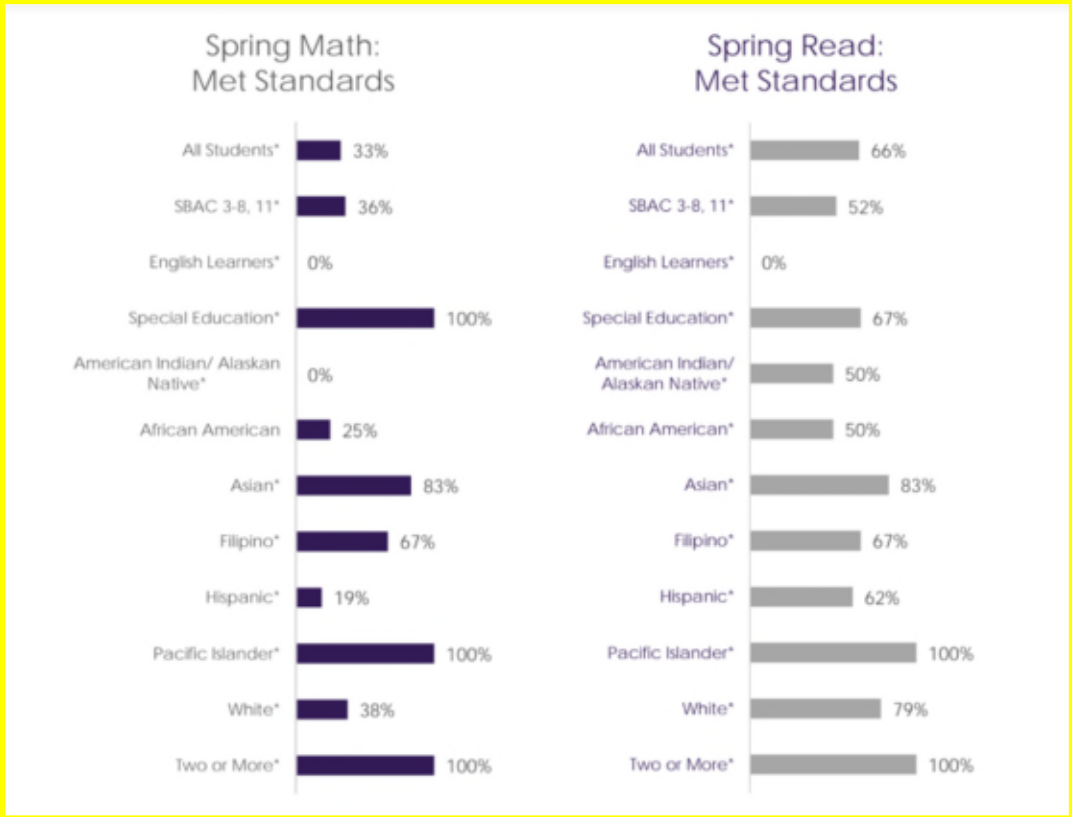
Year 2: 58.5% (2018)

Year 3: 68% (Green/2019)& 61.2% (2020)

Progress/Growth (Y/N) Yes, Green last CA School Dashboard data shows, 68%, Increased 9.5%

SUSD Academic Benchmark Data (MAP Assessment) 2017-2019) Related To Achieved Measurable Increases In Academic Achievement





ELA

Reading: Percent Met Standards

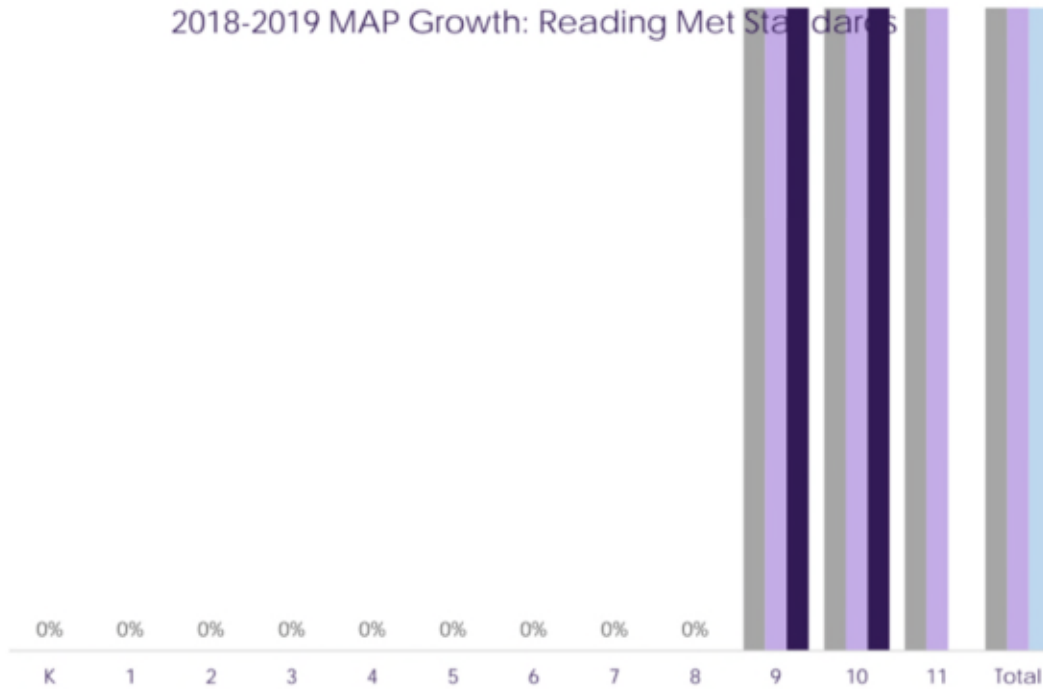
Pacific Law Academy

Student Group: All, Grade Level

GR	2017-2018							2018-2019						
	Fall		Winter		Spring		F-S	Fall		Winter		Spring		F-S
K	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
1	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
2	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
3	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
4	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
5	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
6	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
7	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
8	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
9	53%	26	69%	34	55%	21	2%	80%	44	75%	41	67%	28	-13%
10	77%	41	71%	37	58%	32	-19%	58%	25	70%	31	57%	25	-1%
11	69%	31	76%	37	67%	28	-2%	58%	29	52%	27	0%	0	58%
Total	67%	98	72%	108	66%	98	0%	66%	98	66%	99	62%	53	-5%

*Spring 2019 - Summary results include Grade 11, but are not comparable to Fall/Winter 2018-19 or Spring 2018.

2018-2019 MAP Growth: Reading Met Standards

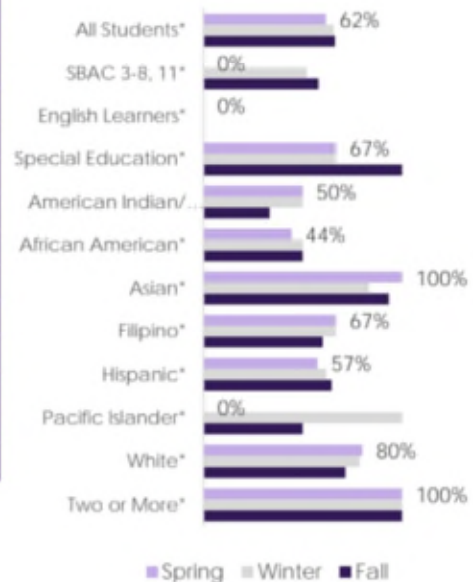


Read: Met Standards; Student Groups

2018-2019				
Student Groups		Fall	Winter	Spring
Race/Ethnicity	Two or More*	100%	100%	###
	White*	71%	79%	80%
	Pacific Islander*	50%	100%	0%
	Hispanic*	65%	62%	57%
	Filipino*	60%	67%	67%
	Asian*	93%	83%	###
	African American*	50%	50%	44%
	American Indian/ Alaskan	33%	50%	50%
	Special Education*	100%	67%	67%
	English Learners*	0%	0%	0%
SBAC 3-8, 11*		58%	52%	0%
All Students*		66%	66%	62%

*Spring 2019 - Summary results include Grade 11, but are not comparable to Fall/Winter 2018-19 or Spring 2018.

Read Student Groups: Met Standards



Reading: Met Growth Target

Pacific Law Academy
Student Group: All, Grade Level

2017-2018				2018-2019				Change 1718 1819			
GR	Fall Winter	Fall Spring	Change	GR	Fall Winter	Fall Spring	Change	GR	FW FW	FS FS	FS
K	0%	0%	0%	K	0%	0%	0%	K	0%	0%	
1	0%	0%	0%	1	0%	0%	0%	1	0%	0%	
2	0%	0%	0%	2	0%	0%	0%	2	0%	0%	
3	0%	0%	0%	3	0%	0%	0%	3	0%	0%	
4	0%	0%	0%	4	0%	0%	0%	4	0%	0%	
5	0%	0%	0%	5	0%	0%	0%	5	0%	0%	
6	0%	0%	0%	6	0%	0%	0%	6	0%	0%	
7	0%	0%	0%	7	0%	0%	0%	7	0%	0%	
8	0%	0%	0%	8	0%	0%	0%	8	0%	0%	
9	69%	58%	-11%	9	43%	35%	-8%	9	-26%	-23%	
10	52%	44%	-8%	10	62%	51%	-10%	10	10%	7%	
Overall	61%	50%	-11%	Overall	51%	43%	-8%	Overall	-10%	-7%	

Math

2018-2019 MAP Growth Summary Report

Final Summary (Fall, Win, Spr)

Stockton Unified School District

Mathematics: Percent Met Standards

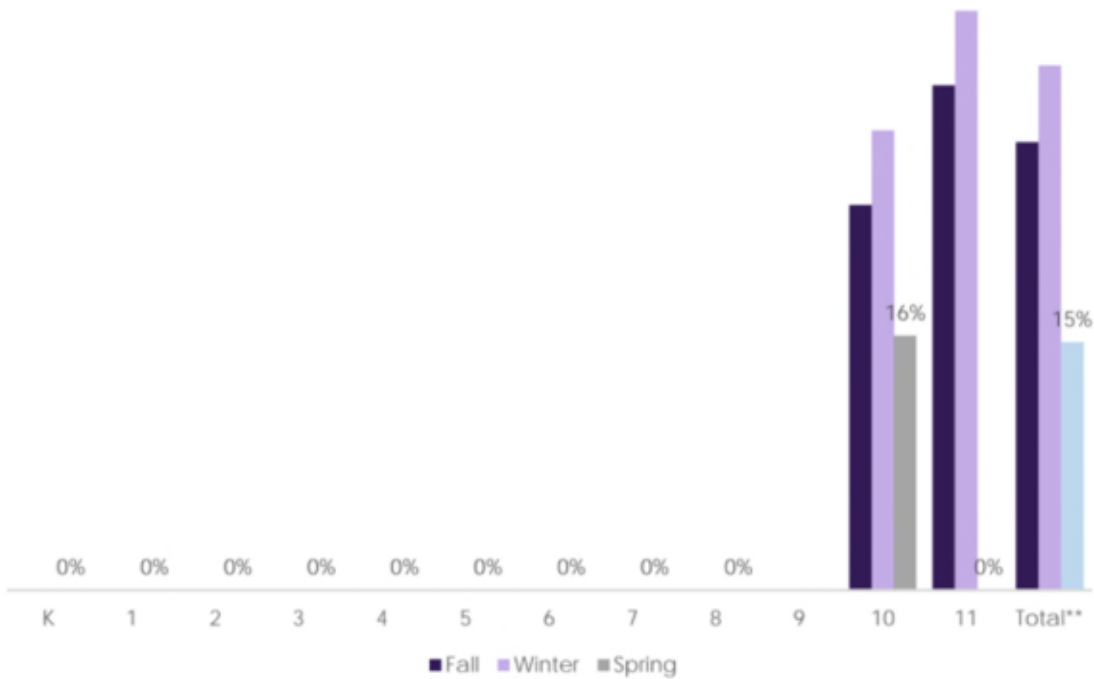
Pacific Law Academy
Student Group: All, Grade Level

GR	2017-2018							2018-2019						
	Fall	Winter	Spring	F-S	Fall	Winter	Spring	F-S	Fall	Winter	Spring	F-S		
K	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
1	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
2	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
3	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
4	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
5	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
6	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
7	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
8	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
9	27%	12	24%	11	28%	12	1%							
10	34%	19	34%	18	32%	17	-2%	24%	11	29%	12	16%	6	-8%
11	47%	21	47%	21	36%	16	-10%	31%	16	36%	18	0%	0	-31%
Total**	40%	40	40%	39	34%	33	-8%	28%	27	33%	30	15%	6	-12%

* Grade 9 excluded in 2017-2018 Total and not reported in 2018-2019 as a result of the administration of the Algebra I Growth test.

**Spring 2019 - Summary results include Grade 11, but are not comparable to Fall/Winter 2018-19 or Spring 2018.

2018-2019 MAP Growth: Math Met Standards

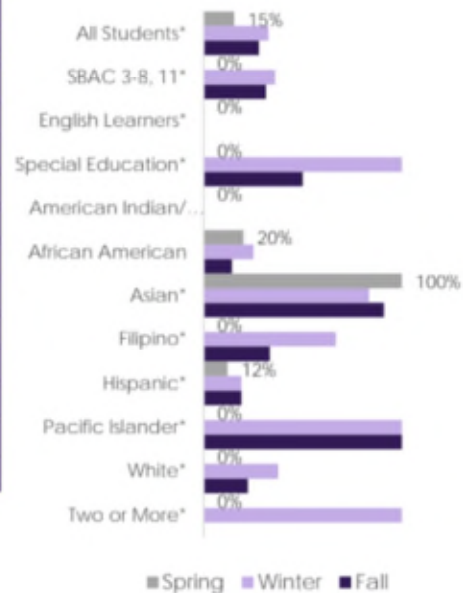


Math: Met Standards; Student Groups

Math Student Group:
Met Standards

2018-2019				
Student Groups		Fall	Winter	Spring
Race/Ethnicity	Two or More*	0%	100%	0%
	White*	22%	38%	0%
	Pacific Islander*	100%	100%	0%
	Hispanic*	19%	19%	12%
	Filipino*	33%	67%	0%
	Asian*	91%	83%	###
	African American	14%	25%	20%
	American Indian/ Alaskan	0%	0%	0%
	Special Education*	50%	100%	0%
	English Learners*	0%	0%	0%
SBAC 3-8, 11*		31%	36%	0%
All Students*		28%	33%	15%

*Spring 2019 - Summary results include Grade 11, but are not comparable to Fall/Winter 2018-19 or Spring 2018.



Mathematics: Met Growth Target

Pacific Law Academy
 Student Group: All, Grade Level

GR	2017-2018		
	Fall Winter	Fall Spring	Change
K	0%	0%	0%
1	0%	0%	0%
2	0%	0%	0%
3	0%	0%	0%
4	0%	0%	0%
5	0%	0%	0%
6	0%	0%	0%
7	0%	0%	0%
8	0%	0%	0%
9	64%	56%	-8%
10	51%	57%	6%
Overall		56%	

GR	2018-2019		
	Fall Winter	Fall Spring	Change
K	0%	0%	0%
1	0%	0%	0%
2	0%	0%	0%
3	0%	0%	0%
4	0%	0%	0%
5	0%	0%	0%
6	0%	0%	0%
7	0%	0%	0%
8	0%	0%	0%
9	60%	68%	9%
10	55%	62%	7%
Overall	58%	65%	7%

GR	Change 1718 1819		
	FW	FW	FS FS
K	0%		0%
1	0%		0%
2	0%		0%
3	0%		0%
4	0%		0%
5	0%		0%
6	0%		0%
7	0%		0%
8	0%		0%
9	-4%		12%
10	4%		5%
Overall			9%

Pacific Law Academy (Stockton, CA)
Stockton Unified

Reporting Year:

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2019

Student Group	Chronic Absentecism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Orange	Blue	Green	Green	Yellow
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Yellow	Blue	Green	None	None
Students with Disabilities	None	None	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	Orange	None	None	Yellow	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None