



**SCHOOL PLAN  
FOR  
STUDENT ACHIEVEMENT**

**YEAR 3 REVISION  
(SY 2019-2020)**

**PACIFIC LAW ACADEMY**

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School Year: 2019-2020 - Revision

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Law Academy	39686760124248	Original – 02/14/2018 Revision – 05/17/2019	Original – 04/10/2018 Revision – 06/25/2019

## Purpose and Description

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

Pacific Law Academy is implementing a Schoolwide Program.

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

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

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Pacific Law Academy developed a three-year (2017-2020) school plan which aligned to the charter's goals, LCAP and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on February 14, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Pacific Law Academy and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions

1 and 2. Discussion and review of the evaluation has been notated in the November 19, 2018 School Site Council meeting.

In school year 2018-2019, also Year 2, Pacific Law Academy initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council, parents, teacher and student through the site's Parent Teacher Student Association (PTSA). In summary, the needs assessment identified a gap in math with areas of focus such as the achievement gap for Hispanic and African American students.

## Resource Inequities

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

This section is not applicable for Pacific Law Academy.

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal 1 – Student Achievement

ELA/ELD SMART Goal: PLA will ensure that ELA SBAC scores will exceed 80% proficiency by the end of the 2019-2020 school year.

All students entering the school year as an English Language Learner will be reclassified as English proficient before the end of the school year.

PLA students taking the Advanced Proficiency 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 50% proficient as measured by SBAC by the end of the 2019-2020 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 SBAC science scores by 10% or more in school year 2019-2020.

Graduate SMART Goal:

College/Career SMART Goal: PLA will graduate 70% of seniors A-G compliant by the end of the 2019-2020 school year.

## Identified Need

### ELA/ELD:

Provide ELL students with Integrated and Designated ELD instruction across curriculum through increased teacher professional development: Although PLA only had 2 EL students, over 75% of our population are RFEP and benefit from best practice AVID and Hattie strategies. Teachers did not attend PD due to lack of funding and substitutes. However, both students reclassified before the end of the school-year.

### Math:

PLA students earned a proficiency rate of 43% in math as recorded by SBAC. Although PLA budgeted for contracted math tutors from UOP during the 2018-2019 school year, UOP did not have the tutors to provide. Teachers were introduced to Hattie strategies in 2018-2019 and especially collaborated utilizing feedback, reciprocal teaching and vocabulary strategies. However, teachers did not have the opportunity to attend PD on how to implement Hattie instructional strategies in the classroom.

### Science:

PLA students were 58% proficient in SBAC in 2018-2019. However, grading in science classes have been generally low throughout the school year, especially for freshmen students taking biology.

### Graduation:

PLA 2018 graduation rate was recorded at 96%.

### College/Career:

To continue implementation of a counseling/ monitoring system for students to meet A-G requirements: During school-year 2017-2018, 57% of our students graduated meeting A-G requirements. Students are monitored throughout four years of high school through counseling and accomplishment of academic four-year plans. Students who fall behind in A-G courses by scoring Ds and Fs are placed in APEX, and students are drafted into Pacific Academic Work Sessions for 35 minutes each on Wednesdays and Thursdays. AVID elective classes were created as intervention classes for freshmen who posted low test scores. However, AVID class has not been effective as an intervention strategy.

**Annual Measurable Outcomes**

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard – ELA (All Students)	49.8 points above	52.8 points above
Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard – Math (All Students)	19.9 points below	16.9 points below

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

To continue implementation of a 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 are on track to graduate meeting A-G requirements.

The Counselor will meet with students to discuss their goals and what needs to be completed for the following year. Students will understand the importance of grades and their collegiate expectations. Counselor will also work with student 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 teacher will use various equipment such as the laminator, copier, Duplo, poster maker for students to have college/career materials as necessary. Maintenance agreements ensure the equipment 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)

21,163

Title I



## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Provide students with structured supplemental instruction techniques using student and teacher feedback, reciprocal teaching and academic vocabulary incorporated with the District’s ELA/ELD and Math curriculum.

Students will be identified for additional 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.

Students (primarily incoming 9th graders) are provided extend year (summer school) opportunities to receive intervention of Algebra concepts to prepare them for Algebra and Geometry courses.

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

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment 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)

\$1,177

Title I

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Science Technology Engineering Mathematics (STEM) projects.

PLA provides students opportunity to complete a career pathway by providing 3-course CTE Pathway in Law.

Conferences:

- \* AP Science/Environmental Science - July 2019 - 2 teachers

- \* PLTW Summit - Winter 2020 - 1 teacher and administrator

Applicable supplemental instructional materials include STEM specific project materials, science specific project materials, 3D printers.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. 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)

\$2,000

Title I

# Annual Review – Goal 1

## SPSA Year Reviewed: 2017-2018

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

### Analysis

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

Implementation

Effectiveness

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

Material Changes

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

Future Changes

## Goal 2 – School Climate

Suspension –

Expulsion –

Attendance/Chronic Truancy – PLA will reduce the number of students considered chronic absence and truancy by 10% by the end of the 2019-2020 school year

School Climate –

### Identified Need

Suspension –

Expulsion –

Attendance/Chronic Truancy –

PLA currently has a chronic absence rate above 6%.

School Climate –

PLA is allocated 1 CSM. However, the campus extends from the PLA parking lot to Stagg HS cafeteria, and from the PLA campus to the area behind Stagg HS R wing.

Projected # of students increase from 217 students to 226 students

PLA has grown in student population by 20 students from SY 17-18 to SY 18-19, and PLA expects growth by 8 students for SY 2019-2020

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	1.5%	1.2%
Chronic Absenteeism (All Students)	Data not available.	Data not available.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

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

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.

**Strategy/Activity**

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 2019 - 2 teachers and administrator
- \* STEM- Spring 2020 - 2 teachers
- \* Visible Learning- Summer 2020 - 4 teachers and administrator

**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)
\$3,000	Title I

## Annual Review – Goal 2

**SPSA Year Reviewed: 2017-2018**

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

### Analysis

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

Implementation

Effectiveness

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

Material Changes

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

Future Changes

## Goal 3 – Meaningful Partnerships

By the end of the 2019-2020 school year, at least five parents will participate in each of the Tiger Talk Tuesday sessions offered throughout the school year.

### Identified Need

In the current school year, PLA has had one parent attend a Tiger Talk Tuesday on one occasion. Tiger Talk Tuesday provides the opportunity for parents and administration to discuss issues and needs at PLA in an informal, friendly setting and gives administration the opportunity to share goals and commitments intended to enhance students' academic achievements.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Sign-In Sheets	5	5

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

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

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.

Remind App to provide enhance three-way communications between teacher, parents, and student on assignments and classroom activities.

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

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

### 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)

[Add Amount(s) here]

[Add source(s) here]



## Annual Review – Goal 3

**SPSA Year Reviewed: 2017-2018**

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

### Analysis

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

Implementation

Effectiveness

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

Material Changes

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

Future Changes

# 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	\$36,164
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$36,164

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$36,164

Subtotal of additional federal funds included for this school: \$36,164

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

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

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

Total of federal, state, and/or local funds for this school: \$36,164