



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Law Academy High	39686760124248	05/21/2024	06/25/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

PLA used meetings with various stakeholders to deliver school wide data from SPSA throughout the year. Collaborations with staff addressed Academic Achievement, Culture and Climate, and Parent/Community Engagement throughout the year. Information was given and input was taken from all stakeholder groups. Information from meetings and collaborations were shared with School Site Council, which are reflected in the minutes. Each goal was discussed and input from various members was taken as we developed the 2024/2025 SPSA. PLA is continuing the process of aligning goals and strategies to meet the District and School Mission and Vision.

Educational Partner Involvement

How, when, and with whom did your 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

PLA used meetings throughout the year to address all three goals and strategies within those goals. In the Friday meetings minutes were taken and stored in a shared drive to bring information and share at the Tiger Talks and School Site Council meetings. Tiger Talks were held once a quarter and school wide data flyer addressing the 3 goals were handed out to parents as they dropped their student off. Doughnuts and coffee were available from 8 am to 9:30 to informally meet for clarification and input. The meetings were held on the same day as the school site council meeting to take data and input from parents to the meeting later in the day.

- Staff and Professional Development meetings were held every first and third Friday from 1:30 to 2:30.
- Collaboration meetings were held every second and fourth Friday by grade level or department from 1:30 to 3:00
- Staff, PD, and Collaboration meetings took place from August to May every Friday with exception of end of the semester, 5th Friday, and before a vacation.

School Site Council Meetings

- October 3, 2023
- November 28, 2023
- December 19, 2023
- January 30, 2024
- February 27, 2024

- March 26, 2024
- April 30, 2024
- May 21, 2024

Tiger Talks

- November 28, 2023
- January 30, 2024
- March 26, 2024
- May 21, 2024

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

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Staffing and Professional Development

Staffing and Professional Development Summary

Status of meeting requirements for highly qualified staff (ESEA)

Administrators, counselors, and paraprofessional staff have met credentialing and certification requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

91% of Pacific Law Academy teachers are experienced and credentialed. No teachers are working Out of Field. All Teachers who do not possess a clear credential are evaluated each year using the California Standards for the Teaching Profession and participate in the district's teacher Induction program.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All teachers have access to SBE-adopted instructional materials training for all content areas, and curriculum support resources for implementation, through district coordinated in-service days. Teacher in-service days include training from adopted curriculum vendors and various consultants in the areas of teaching pedagogy, standards alignment, and effective collaborative practices. The curriculum department also hosts workshops and professional development throughout the school year during extended day opportunities and site staff meetings.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers also have full access to all professional development provided by the curriculum department through in-service days. Instructional assistance is provided by the Program Specialist, Instructional Coach, as well as administration. The PLC process is used for collaboration twice per month in grade level teams and also vertical articulation. Teachers are released for academic conferences twice a year to meet with administration, develop SMART goals, and discuss options in which they can best be supported.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Equity

Equity is promoted school wide by focusing on inclusion, tolerance and acceptance. San Joaquin implements PBIS initiatives to build positive school culture and develop character.

Staffing and Professional Development Strengths

The training of PLA staff is a perpetually ongoing process, where AP teachers continue to refine the teaching of their content areas through PD and conferences. All of which is complemented with the utilization of a district Instructional Coach that provides a collaborative analysis of student data—the entirety organized through the PLC process, where PLA has established a Guiding Coalition whose goal is to articulate the progress of our Mission and Vision.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): PLA needs to establish Collective Commitments to the essential standards across all content areas to support our students in achieving the Mission and Vision. **Root Cause/Why:** The lack of alignment of essential standards and skills, and the need to succeed in AP courses and exams is not aligned currently, thus creating an achievement gap for graduating students from PLA.

Teaching and Learning

Teaching and Learning Summary

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The district has adopted SBE approved curriculum and provides teacher in service days to plan and align instructions with content standards. Teachers also collaborate regularly to engage in opportunities for reflection, planning, and PD around effective instructional strategies for *all* students aligning the core curriculum, and district approved supplemental programs, with grade level standards

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are available to all teachers and to all student groups, including English Learners and students with an IEP. Every grade-level fully implements SBE-adopted and standards-aligned instructional materials, with embedded intervention materials for students at Tier 1.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers at every grade level provide differentiated instruction for underperforming students to meet standards, as well as small group instruction through the platooning process, which occurs with some grade levels. All Teachers use district-adopted curriculum, as well as research-based supplemental materials, to raise student achievement. Supplemental Intervention programs are also provided. These programs are implemented in every classroom with materials for all students and monitored by school leadership.

Services provided by regular program that enable underperforming students to meet standards (ESEA)

PLA provides each child access to the core curriculum. In addition, underperforming students have access to intervention during the regular school day and during Extended Day opportunities. Core programs in ELA and Math contain intervention and RTI materials to modify instruction. Support staff such as the Instructional Coach, Bilingual Assistant, Program Specialist, Counselors, and Mental Health Clinician provide services to underperforming students in academic and social emotional needs.

Evidence-based educational practices to raise student achievement

PLA implements Professional Learning Communities through guidance of Solution Tree consultants to refine collaborative practices, improve instruction, conduct effective data analysis, and promote an equitable learning culture.

Teaching and Learning Strengths

Since the pandemic, PLA has embraced the use of data to guide instruction and established the priority standards of our specific content areas. In doing so, students have become better equipped to meet the demands of A-G completion. As of 2021, ELA SBAC scores have trended up and AP passage rates have increased from 7 percent to 13 percent.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): PLA needs to better identify the definition of rigor across the curriculum in order to meet the goals of our students. This can be done through scaffolding strategies and quality first instruction. **Root Cause/Why:** Through the analysis of our PAWS program, PLA does more intervention than enrichment.

Parental Engagement

Parental Engagement Summary

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Community feedback surveys and LCAP Engagement Sessions are available for parent input in development of district resources and use of funding. District Family Engagement Specialists host community events informing educational partners of student supports and school involvement activities, as well as provide guidance to school sites in promoting educational partner recruitment and communication. School hosts family events and Parent Coffee Hour to provide parent training in supporting student achievement.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, Teachers, and Staff members provide input to the planning, implementation, and evaluation of consolidated application programs through their participation in staff meetings, parent education meetings, SSC meetings, PBIS meetings, Safety Team meetings, and Parent Coffee Hours.

Parental Engagement Strengths

A more nuanced approach to Tiger Talks, where parents receive an informational flier as they drop off students and are invited to the campus for coffee and donuts to discuss any questions or comments from the flier, has increased engagement between PLA and its stakeholders. Together, with a 75% participation with JupiterGrades, PLA can look to further develop community events and college nights that better serve our students as they prepare for life after high school.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): PLA needs to continue to rebuild our partnerships with community members and the University of Pacific. **Root Cause/Why:** The pandemic and the ever-changing needs of our students has caused PLA to focus on more intervention measures than before, thus hurting our ability to engage with the community and our partners and the University of the Pacific.

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

PLUS Culture and Climate surveys and district coordinated Panorama surveys elicit student and family feedback focused on social emotional needs, school connectedness, and school relationships.

Values

Beliefs

Equity-Opportunity and Equal Access

School Culture and Climate Strengths

School Culture and Climate appear to be at an all-time high in regards to PLA, as evidenced by the low suspension rate, the 100% graduation rate, the number of students who are A-G compliant, and the overall attendance. This connectedness between our students and faculty has allowed PLA to further enhance our teaching and learning through the establishment of our AP Prep Saturdays, which has been well-received by our students and parents. In addition, by having these AP exams at the University of the Pacific, it has the effect of conveying the importance of these tests for our students' preparation for post-secondary education.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): PLA needs to develop a more formal and systemized way to celebrate student success in order to enhance the culture and climate of a high-achieving school. **Root Cause/Why:** Because we are a small school with limited resources, it creates the challenge of showing students the adequate appreciation for their hard work. It is our belief that this appropriate recognition will increase our students' motivation when it comes to achieving at a high level.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	Goal 1 - Student Achievement ELA/ELD and Math SMART Goal: All students entering the school year as an English Language Learner will be reclassified as English proficient before the end of the current school year. ELA SMART Goal: PLA will ensure that math proficiency will be within 5% of the current proficient rate as measured by SBAC by the end of the 2024-2025 school year. PLA students taking the Advanced Placement exam will increase the number of 3's and above scored by 10% over the previous ELA AP scores for grades 11 and 12. Math SMART Goal: PLA will ensure that math proficiency will increase to more than 45% proficient as measured by SBAC by the end of the 2024-2025 school year. PLA students taking the Advanced Proficiency exam will increase the number of 3's and above scored by 5% on AP scores of three or better in 2024-2025. Science SMART Goal: PLA will increase CAST science scores by 10% or more in school year 2024-2025. Graduate SMART Goal: PLA will graduate 100% of students on time at the end of school year 2023-2024. College/Career SMART Goal: PLA will graduate 75% of seniors A-G compliant by the end of the 2024-2025 school year.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

PLA needs to establish Collective Commitments to the essential standards across all content areas to support our students in achieving the Mission and Vision.

PLA needs to better identify the definition of rigor across the curriculum in order to meet the goals of our students. This can be done through scaffolding strategies and quality first instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AP passage rate with a score of 3 or better	13 % of all students taking the exam passed with a 3 or better in 2023	10% of all students pass AP exam with a 3 or better.
100% Graduation Rate Percent of seniors A-G compliant	2023 baseline 79% graduated A-G compliant 98% graduation rate	100 % graduation rate 75% 2024 seniors graduate A-G compliant

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Professional Development

Teachers will enhance NGSS (science) curriculum through hands-on science experiments and project based learning opportunities, integrating Science Technology Engineering, Art, and Mathematics (STEAM) projects. PLA provides students opportunity to complete a career pathway by providing 3-course CTE Pathway in Law.

Conferences - Title I \$5,000

* AP Summer Institute - Summer 2025 - Up to 4 staff members

* AP By the Sea - Summer 2025 - Up to 5 staff members

* Attend MESA conferences to increase enrichment opportunities for students. CTE support for our Mock Trial program.

(LCAP 1.5) Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.

Pacific Law Academy will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training.

Metrics for Progress Monitoring: Counselor will progress monitor our students in the areas below.
 # of students meeting graduation requirements, # of students meeting A-G requirements, # of students completing pathways, # of students participating in college tours/field trips, # of students completing courses through APEX,

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$16,969	50643 - Title I

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

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Support Staff

The .20 FTE Counselor (district pays .8 FTE) will meet with students to discuss their goals and what needs to be completed for the current and subsequent years. Students will understand the importance of grades and their collegiate expectations. (Title 1 - Allocating \$12,727).

(LCAP 2.7) Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.

Counselors: School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.

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

Counselor will also work with students using the district's college/career application to research and navigate possible career opportunities that meet the student's interest. Students will be provided an "academic folder" which allows for them to have their a-g requirement documentation readily available for discussion and personal reminder. Students will be provided planners to assist them in organizing their assignment and enhance time management to meet a-g requirements.

Counselor and teachers will use various equipment such as the laminator, copier, Duplo, poster maker for students to have college/career materials as necessary.

PLA to continue to increase Instructional Coaches (1 @ .5 FTE Instructional Coach - Centralized Service) to core teachers in math, English, science, and social science at .5 FTE to provide teachers with classroom support, instructional support, data coaching, and lead professional development as needed.

(LCAP 2.4) Increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement.

(If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)

Pacific Law Academy will provide certificated and classified additional compensation/substitute costs needed for supplemental instruction, intervention, and enrichment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$16,969	50643 - Title I
\$1,835	50643 - Title I Salary Contingency

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

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Supplemental Curriculum and Resources

Provide students with structured supplemental instruction techniques using student and teacher feedback, reciprocal teaching and academic vocabulary incorporated with the District's ELA and Math curriculum along with Advance Placement Curriculum meeting the standards for rigor in the specific content area. PLA will continue to provide Kohl middle school students with test scores high enough to indicate success in an advanced math classroom.

Students will be selected by Kohl Administration. Students will be integrated in PLA classes. PLA will provide a Math Summer Program to incoming PLA 9th grade students and current PLA students, including Algebra Support, Algebra I and Geometry. Students will earn high school credits with a passing grade of C or better for Algebra I and Geometry. A passing grade of C or better in Algebra Support will earn high school elective credits. Students will be identified for additional targeted support and provided re-teaching during the Pacific Academic Work Sessions (PAWS). Digital programs focus on skill building will be used strategically to build basic skills, focusing primarily on math and science support. PLA will also look at enrichment to build during the (PAWS) work sessions.

Support will further be available for quiz and test preparation, assessment makeup, and other academic work as assigned. All PLA students to take the AP exams. Chromebooks will be used to provide students the ability to work collaboratively using the student and teacher feedback technique to enhance their level of learning. Students will be able to research terms and concepts to aid in their understanding.

(LCAP 1.2) College Entrance and AP Exam Access and Preparation: College entrance exams support and access provided to 8th grade and high school students to increase or improve academic student achievement. In school college entrance exam administration for 11th and 12th graders to cover the cost and provide increased or improved access to college entrance exam opportunities. Collegeboard apps like Bluebook are utilized for AP/SAT/PSAT preparation.

Applicable supplemental instructional materials include STEAM specific project materials, science specific project materials, 3D printers.
****General supplies are unallowable using State & Federal funds.****

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

College and Career Readiness

Students will be provided opportunities to visit college campuses to explore various career pathways, become familiar with college environment

and prerequisites, and develop college four year plan.

(LCAP 1.2) Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings.

(LCAP 1.2) Career Exploration Programs and Career Center Development: Career exploration software and program lessons taught by counselors and teachers providing opportunities for students to learn about careers, professions, job-based skills, and student interests related to various career pathways focused on increasing or improving student academic achievement.

Pacific Law Academy will pay student fees, professional services, and duplicating costs associated with SEL development, building, college and career readiness, CTE pathways, PLUS initiatives, and PBIS implementation to improve school climate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$0	50643 - Title I
\$16,970	50643 - Title I

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

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

[Empty box for identifying students to be served]

Strategy/Activity

Instructional Technology

(LCAP 1.9) Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards.

Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker, and 3D printer.

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)
\$0	50643 - Title I

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

As a staff we are frequently monitoring the progress of our students through our digital licensing (ReadingPlus, Vocabulary.com, Dreambox) and district assessments, and from these data points, PLA collaborates through grade level teams to address the needs of the students, whether it be skill attainment or grade improvement to meet A-G requirements. This system has worked because teachers continually attend professional development and conferences to better understand their teaching and the struggles the students encounter as they strive to achieve.

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

PLA is in the progress of building a consensus on the definition of rigor across our content areas and a definition of quality first instruction as defined by essential standards. This area requires constant modification and improvement based on our need to increase A-G completion rate and reduce the rate of students retaking A-G courses. The allocation of resources to address these needs is made more difficult because of the funding PLA spends to retain a counselor.

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.

As we move forward, PLA will look to examine our AP passage rate by grade level instead of content. In regards to math, we will continue to use the math department curriculum specialist because we do not have a math content based coach on site. These endeavors will be supported throughout the PLC process as teachers train to identify essential standards in their content areas in order to build the common skills that the students will need to successfully graduate A-G compliant and be better prepared for their AP exams.

Goal 2.1

Goal #	Description
Goal 2.1	Suspension - PLA will continue to reduce the amount of suspensions by 100% by the end of school year 2024-2025 school year. Expulsion - Attendance/Chronic Truancy - PLA will reduce the number of students considered chronic absence and truancy by 10% by the end of the 2024-2025 school year School Climate - PLA will increase the percentage of students reporting a high connection to PLA to 5% by the end of the 2024-2025 school year. PLA will increase the percentage of students who felt part of the school across all grade levels by 5% by the end of the 2024-2025 school year. PLA will increase the percentage of students who feel at least one adult on campus cares about students by 5% by the end of the 2024-2025 school year. PLA will increase the percentage of students who feel safe at PLA by 5% by the end of the 2024-2025 school year.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

PLA needs to develop a more formal and systemized way to celebrate student success in order to enhance the culture and climate of a high-achieving school.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Students will be monitored for attendance and truancy.

Students who demonstrate weekly perfect attendance will have the opportunity to be honored with gift cards, and/or spirit gear. (***)Incentives/ gifts/appreciation "events"/entertainment is not allowable using State and Federal funds.)

(LCAP 3.4) Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address underlying factors contributing to absenteeism.

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

Conferences:

- * CADA - Winter 2023 - 2 teachers and administrator
- * STEAM- Spring 2024 - 2 teachers
- * Restorative Justice - 1 CSM

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Social Emotional Learning

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

(LCAP 2.1) Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/family/school, and nurture student mental health and overall well-being.

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

Additional Comp: 1 counselor X 50 hours X \$60 = \$3,000

(LCAP 2.7) Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.

Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

In addition to teachers attending professional development for school connectedness, PLA utilizes culture and climate data, and extra counseling support to address the students curricular and emotional needs. Throughout the school year, students and faculty engage in assemblies and numerous community events, which has enabled the students to achieve at a high level (as evidenced by our low suspension rate). This culture has improved with the implementation of AP prep days, in which students attend practice sessions on the weekend in order to prepare for the AP tests in May. This attitude and mode of operation has trickled down from seniors to freshman through our Senior Mentorship Program created by our PLUS students, who have guided the freshman as they continue to transition from junior high to the rigors of high school. PLA continues to offer community service opportunities for all students to go beyond the campus and to participate in the community. Students are rewarded throughout the school year for their participation at PLA (Wednesday early lunches and pizza for Paws participation). This climate and culture is guided by the monthly operations meeting with all support staff so that all stakeholders know what is happening on campus.

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

articulated goal.

Because of the heavy focus on data and A-G completion, a systemized process of celebrations needs to align with our mission and vision in order to support our students and further develop our culture and climate. This system needs to become an integral part of the calendar so that the students know their hard work is always recognized and that every stakeholder knows what is happening throughout the school year. This can be done by assigning staff who can convene at the end of each school year and plan the celebration and events for the following year.

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.

As our PAWS intervention continues to evolve to meet the needs of our students, PLA will look to increase the enrichment portion of our PLC process. On our off weeks on PAWS, we will look to support MESA and Mock Trial, as well as offering our students opportunities to "enrich" their education, whether that be through presentations or participation in contests or community events. We will also work to further develop our bridge program for our incoming 9th graders by possibly adding more licensing programs to support their grades and providing tier 3 support during school time through the use of substitutes who will enable teachers to work one-on-one with students. Lastly, we will work more intentionally and organized on our AP Prep Saturdays based on our initial data.

Goal 3.1

Goal #	Description
Goal 3.1	<p>Parent engagement activities such as Tiger Talks provide opportunities for parents to meet with the site administrator to discuss topics associated with school goals and needs. Teachers will provide academic feedback to parents within the setting of student led academic conferences to provide students the opportunity to be responsible for their own academic success. Digital apps, including Jupiter Grades, and social media apps to provide enhance three-way communications between teacher, parents, and student on assignments and classroom activities. PLA will continue to work on bringing seminars/ presentations with guest speakers from the local legal community to enhance career opportunities for students. Supplemental non-instructional materials, such as paper, toner and meeting supplies for enhanced communication to parent. Students will be provided digital portfolios to organize completed assignments and assessments to share with parents during student-led academic conferences. PLA will implement an Advisory Committee to include administration, teachers, staff, parents, students, and community legal professionals, other professional and experts to support PLA with analyzing data collection, offering resources, and monitoring the CTE program to inform growth and performance improvement. Copying cost for flyers and other materials for parent meetings.</p> <p style="text-align: center;">\$779</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

PLA needs to continue to rebuild our partnerships with community members and the University of Pacific.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Tiger Talk sessions offered once a quarter throughout the school year. Community events over the previous school year. Parent volunteers. Parent / Teacher recorded contact during the school year.</p>	<p>We did have 6 parents at 3 scheduled Tiger Talk meeting all year during school year 2023-24 PLA hosted 2 special community events during school year 2023-24. PLA did not have 1 parent volunteer for the 2023-24 SY. Teacher-parent communication has become consistent and increasing 2023-24 SY.</p>	<p>PLA will will increase Tiger Talk participation by 5%. PLA will host 1 additional community event on campus. PLA will increase parent volunteers by 5%. PLA will increase documented parent/ teacher contact by 10%.</p>

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

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Parent engagement activities such as Tiger Talks provide opportunities for parents to meet with the site administrator to discuss topics associated with school goals and needs. Teachers will provide academic feedback to parents within the setting of student led academic conferences to provide students the opportunity to be responsible for their own academic success. Digital apps, including Jupiter Grades, and social media apps to provide enhance three-way communications between teacher, parents, and student on assignments and classroom activities.

(LCAP 3.2) Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community.

Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.

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

Supplemental non-instructional materials, such as paper, toner and meeting supplies for enhanced communication to parent. Students will be provided digital portfolios to organize completed assignments and assessments to share with parents during student-led academic conferences. PLA will implement an Advisory Committee to include administration, teachers, staff, parents, students, and community legal professionals, other professional and experts to support PLA with analyzing data collection, offering resources, and monitoring the CTE

program to inform growth and performance improvement.

Copying cost for flyers and other materials for parent meetings. \$779

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)
\$779	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

We have increased Parent Engagement through a more strategic approach to our Tiger Talks by moving them to every 9 weeks with relevant data that supports our mission and vision and by handing out fliers to parents in the morning as they drop their children off. If these parents have any questions or comments, they are encouraged to park and attend an informal meeting on campus to clarify any issues that need to be addressed. This process provides parents with on-time information and an opportunity to better understand their child's educational journey, while avoiding an interruption of their daily routine. In addition, as evidenced by our 75% parent participation with JupiterGrades, the communication between teacher and parent has increased, which has enabled a more on-time conversation of students' grades and performance. This increase was due in large part to the continued professional development days for JupiterGrades, allowing veteran and new teachers to better familiarize themselves with the grading program.

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

While Parent Engagement has improved, as we continue to rebuild from the deficits created by the pandemic, PLA must increase participation from members of the community and re-establish those relationships. Through this, students can better understand their educational opportunities after high school and receive scholarships and FAFSA funding that they may not have known prior. This can be better supported by continued communication through JupiterGrades, Instagram, Facebook, the school website, and our newsletter, all of which need a more intentional approach in order to communicate with parents on a weekly, bi-weekly, monthly, and quarterly process so that parents are better engaged with their child's education.

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.

Instead of increasing information with parents and stakeholders, PLA will maximize relevant information through all available media. By identifying attendance in these avenues, whether it be through social media, our website, robocalls or JupiterGrades, we will be able to gauge our effectiveness when it comes to quality Parent Engagement.

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$53,522.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$53,522.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
50643 - Title I	\$50,908.00
50647 - Title I - Parent	\$779.00
50643 - Title I Salary Contingency	\$1,835.00

Subtotal of additional federal funds included for this school: \$53,522.00

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

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

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

Total of federal, state, and/or local funds for this school: \$53,522.00

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. This SPSA was adopted by the SSC at a public meeting on 05/21/2024.

Attested:

Principal, Joseph Martinez on 05/21/2024

SSC Chairperson, Christopher Hudelson on 05/21/2024

Addendums

2024-2025 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

Date of Meeting

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

English Learner Advisory Committee

Date of Meeting

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

2024-25 SPSA was adopted by the SSC at a public meeting on _____
Date of Meeting

(Optional)

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

Committee

Date of Meeting

Attested:



Typed Name of School Principal

Signature of School Principal

Date

Stockton Unified School District
Pacific Law Academy High
2024-2025 Funding Summary



Board Approval Date: June 25, 2024
Public Presentation Date: May 21, 2024

Mission Statement

The Pacific Law Academy provides a supportive, student-centered college preparatory environment in which all students will develop the academic skills, career/technical skills, and community awareness qualities that will allow them to successfully transition to a university, community college or a professional career.

Vision

All students will graduate prepared to attend post-secondary education.

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School Funding Summary 4

School Funding Summary

50643 - Title I					
LCAP Goal	School Goal	Strategy/Activity		Account Code	Amount
1	1	1	Conferences Teachers		\$16,969.00
1	1	2	Counselor Salary		\$16,969.00
1	1	4	Transportaton		\$16,970.00
1	1	4	Student fees		\$0.00
1	1	5	Maintenance Agreement		\$0.00
Sub-Total					\$50,908.00
Budgeted Fund Source Amount					\$50,908.00
+/- Difference					\$0.00
50647 - Title I - Parent					
LCAP Goal	School Goal	Strategy/Activity		Account Code	Amount
3	1	1	Non-Instructional Materials - Parent Communication		\$779.00
Sub-Total					\$779.00
Budgeted Fund Source Amount					\$779.00
+/- Difference					\$0.00
50643 - Title I Salary Contingency					
LCAP Goal	School Goal	Strategy/Activity		Account Code	Amount
1	1	2	Salary Adjustment Reserve		\$1,835.00
Sub-Total					\$1,835.00
Budgeted Fund Source Amount					\$1,835.00
+/- Difference					\$0.00
Grand Total Budgeted					\$53,522.00
Grand Total Spent					\$53,522.00
+/- Difference					\$0.00

Pacific Law Academy

Explore the performance of Pacific Law Academy under California's Accountability System.

Suspension Rate  Blue	English Learner Progress  No Performance Color	Graduation Rate  Blue	College/Career  Very High
English Language Arts  Blue	Mathematics  Yellow	Basics: Teachers, Instructional Materials, Facilities STANDARD MET	Implementation of Academic Standards STANDARD MET
Parent and Family Engagement STANDARD MET	Local Climate Survey STANDARD MET	Access to a Broad Course of Study STANDARD MET	

School Details

NAME Pacific Law Academy	ADDRESS 1621 Brookside Road Stockton, CA 95207-7804	WEBSITE https://www.stocktonus...	GRADES SERVED 7-12
CHARTER Yes	DASHBOARD ALTERNATIVE SCHOOLS STATUS No		

Student Population

Explore information about this school's student population.

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Enrollment

184

Socioeconomically Disadvantaged

59.2%

English Learners

3.3%

Foster Youth

0%

PACIFIC LAW ACADEMY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Blue

95.4 points above standard

Increased 8.1 Points ▲

EQUITY REPORT

Number of Student Groups in Each Level



LEARN MORE

Mathematics



Yellow

28.8 points below standard

Declined 9 Points ▼

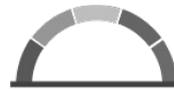
EQUITY REPORT

Number of Student Groups in Each Level



LEARN MORE

English Learner Progress



No Performance Color

Less than 11 students - data not displayed for privacy

LEARN MORE

College/Career



Very High

77.1% prepared

EQUITY REPORT

Number of Student Groups in Each Level



Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

PACIFIC LAW ACADEMY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Graduation Rate



Blue

97.9% graduated

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Level

0 Red	0 Orange	0 Yellow
0 Green	2 Blue	

Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

PACIFIC LAW ACADEMY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Blue

0% suspended at least one day

Declined 2.7% ▼

EQUITY REPORT

Number of Student Groups in Each Level

0 Red	0 Orange	0 Yellow
0 Green	2 Blue	

Local Indicators

[LEARN MORE](#)

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

[LEARN MORE](#)

**Parent and Family
Engagement**

STANDARD MET

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Blue

95.4 points above standard

Increased 8.1 Points ▲

Number of Students: 48

Student Group Details

All Student Groups by Performance Level

9 Total Student Groups



Red

No Student Groups



Orange

No Student Groups



Yellow

No Student Groups



Green

No Student Groups



Blue

Hispanic
Socioeconomically Disadvantaged



No Performance Color

African American
Asian
English Learners
Filipino
Pacific Islander
Students with Disabilities
White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Hispanic



Blue

82.3 points above standard

Maintained -1.4 Points

Number of Students: 31

Socioeconomically Disadvantaged



Blue

99.8 points above standard

Increased 31.6 Points ▲

Number of Students: 30

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Recently Reclassified English Learners

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Only

93.5 points above standard

Declined 3 Points ▼

Number of Students: 20

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

28.8 points below standard

Declined 9 Points ▼

Number of Students: 48

Student Group Details

All Student Groups by Performance Level

9 Total Student Groups



Red

No Student Groups



Orange

No Student Groups



Yellow

Hispanic



Green

Socioeconomically Disadvantaged



Blue

No Student Groups



No Performance Color

African American

Asian

English Learners

Filipino

Pacific Islander

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Hispanic



Yellow

50.2 points below standard

Declined 14.2 Points ▼

Number of Students: 31

Socioeconomically Disadvantaged



Green

16.4 points below standard

Increased 15.5 Points ▲

Number of Students: 30

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Recently Reclassified English Learners

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Only

49 points below standard

Declined 37 Points ▼

Number of Students: 20

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

English Learner Progress



No Performance Color

Less than 11 students - data not displayed for privacy

College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

All Students



77.1% prepared

Number of Students: 48

Student Group Details

All Student Groups by Performance Level

10 Total Student Groups

Very Low

No Student Groups

Low

No Student Groups

Medium

No Student Groups

High

No Student Groups



Very High

Hispanic

Socioeconomically Disadvantaged

No Performance Level

African American

Asian

English Learners

Filipino

Homeless

Two or More Races

Students with Disabilities

White

African American

No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners

No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities

No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 3

White

No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 6

Hispanic



81.8% prepared

Number of Students: 33

Socioeconomically Disadvantaged



80% prepared

Number of Students: 35

Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation
---	---------------------

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation
---	---------------------

Mathematics – Common Core State Standards for Mathematics

4	Full Implementation
---	---------------------

Next Generation Science Standards

4	Full Implementation
---	---------------------

History - Social Science

4	Full Implementation
---	---------------------

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
---	--

English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability
---	--

Mathematics – Common Core State Standards for Mathematics

4	Full Implementation
---	---------------------

Next Generation Science Standards

5	Full Implementation And Sustainability
---	--

History - Social Science

4	Full Implementation
---	---------------------

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation
---	---------------------

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation
---	---------------------

4 Full Implementation

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

Next Generation Science Standards

4 Full Implementation

4 Full Implementation

History - Social Science

4 Full Implementation

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

Health Education Content Standards

4 Full Implementation

4 Full Implementation

Physical Education Model Content Standards

Visual and Performing Arts

4 Full Implementation

4 Full Implementation

World Language

4 Full Implementation

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

Identifying the professional learning needs of individual teachers

5 Full Implementation And Sustainability

1 Exploration And Research Phase

Providing support for teachers on the standards they have not yet mastered

1 Exploration And Research Phase

Academic Engagement

View data about academic participation.

Graduation Rate

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma.

All Students



Blue

97.9% graduated

Maintained 0%

Number of Students: 48

Student Group Details

All Student Groups by Performance Level

10 Total Student Groups



Red

No Student Groups



Orange

No Student Groups



Yellow

No Student Groups



Green

No Student Groups



Blue

Hispanic
Socioeconomically Disadvantaged



No Performance Color

African American

Asian

English Learners

Filipino

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Hispanic



Blue

97% graduated

Declined 3% ▼

Number of Students: 33

Socioeconomically Disadvantaged



Blue

97.1% graduated

Declined 2.9% ▼

Number of Students: 35

5-Year Graduation Rate

Student Group	Four Year	Five Year	Did Not Graduate	Five Year Graduation Rate	Five Year Graduates
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Student Group	Four Year	Five Year	Did Not Graduate	Five Year Graduation Rate	Five Year Graduates
All Students	95.8%	2.1%	2.1%	97.9%	1
Hispanic	97%	0%	3%	97%	0
Socioeconomically Disadvantaged	97.1%	0%	2.9%	97.1%	0

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

The district's student information system, Course Catalog, Transcripts Evaluation Services (TES), Xello Reports are all tools used track the extent to which all students have access to, and are enrolled in, a broad course of study.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Based on analysis of course enrollment trends. - All Students - 66% to 99% - Unduplicated Students (UPC) – 67% to 99% - Students with Disabilities (SWD) - 60% to 99%

3. Identification of any barriers preventing access to a broad course of study for all students.

In general, all students, TK-12 have access to a broad course of study. Full access to a broad course of study for UPC and SWD depends on individual learning plans and student specific needs.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

Review graduation requirements Expand use of Collee and Career Reports (TES & Xello)

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

All Students



Blue

0% suspended at least one day

Declined 2.7% ▼

Number of Students: 188

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



Red

No Student Groups



Orange

No Student Groups



Yellow

No Student Groups



Green

No Student Groups



Blue

Hispanic
Socioeconomically Disadvantaged



No Performance Color

African American
American Indian
Asian
English Learners
Filipino
Homeless
Two or More Races
Pacific Islander
Students with Disabilities
White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 22

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

White



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 13

Hispanic



Blue

0% suspended at least one day

Declined 2.4% ▼

Number of Students: 127

Socioeconomically Disadvantaged



Blue

0% suspended at least one day

Declined 1.6% ▼

Number of Students: 112

Local Indicators

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	9.83	98%	Above
County	6,944.45	72.5%	Below
Statewide	279,044.88	84%	n/a

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?gglevel=School&cds=39686760124248&year=2021-22>.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	0
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	0

STANDARD MET

Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation and Sustainability

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The LEA has created a number of site-based and LEA wide opportunities for educational patronship. The LEA continues to increase the number of spaces available for educational partnership.

5. Rate the LEA's progress in providing professional learning and support to teachers and

principals to improve a school's capacity to partner with families.

Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Full Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Full Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The LEA has created a number of site-based and LEA wide opportunities for educational partners to provide input. The LEA has continued increase the number of spaces available for educational partners to provide input.

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

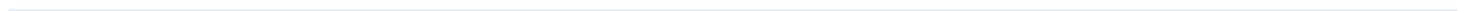
Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Full Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The LEA has created a number of site-based and LEA wide opportunities for educational partners to provide input in LEA decision making. The LEA continues to increase the number of spaces available for educational partner to provide input in decision making.



STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Based on the LEA's School Climate Survey

73% - 4th-5th graders, 57% - 6th-7th graders and 61% - 9th-12th graders feel safe at school.

78% - 4th-5th graders, 64% - 6th-7th graders and 68% - 9th-12th graders feel connected to their school.

86% - 4th-5th graders, 75% - 6th-7th graders and 79% - 9th-12th graders feel at least one adult at their school really cares about them.

Acronyms and Initialisms

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

A

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

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

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

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

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

D

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

E

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

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

F

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

G

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

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

H

Acronym	Description
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I

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

J

Acronym	Description
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K

Acronym	Description
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L

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

M

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

N

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

O

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

P

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

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

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

T

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

U

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

V

Acronym	Description
VAPA	Visual and Performing Arts

W

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

X, Y, Z

Acronym	Description
YRE	Year-round Education

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