

# 2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Pacific Law Academy (74 - 117)

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

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

English Learner Advisory Committee

\_\_\_\_\_ Date of Meeting

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

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

Attested:

Joseph D. Martinez

\_\_\_\_\_  
Typed Name of School Principal

Joseph Martinez

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

# School Plan for Student Achievement (SPSA)

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

| School Name                     | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---------------------------------|-----------------------------------|--|---------------------------|
| <b>Pacific Law Academy High</b> | 39686760124248                    | 05/24/2022                             | 06/28/2022                |

## Purpose

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

Pacific Law Academy is implementing a Schoolwide Program.

## Description

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

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

## Engaging Educational Partners

Refer to the comprehensive needs assessment.

## Resource Inequities

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

Refer to the comprehensive needs assessment.

# Comprehensive Needs Assessment Process

## Comprehensive Needs Assessment Process Summary

Pacific Law Academy did go through their Initial Self Study process for WASC this year. The WASC committee met with all stakeholders from February 27th thru March 2nd giving recommendations based on their Meetings with various site leadership teams and stakeholders. WASC Team met once a month to identify Comprehensive needs assessments. Staff had input every other Friday from October through January. SSC meetings the council had discussions of each goal every month we met from October to February. The process that we went through for data analysis was that each goal and activity was shared with the council at the monthly meetings. Simultaneously our staff collaborated on the key areas of WASC in the areas that WASC and SPSA overlapped. Those meetings took place from October to December every other week which equals twice a month. Through this process we were able to get a six year accreditation from WASC. Based off the analysis we will be meeting this summer to plan for our areas of **Staffing and Professional Development, Teaching and Learning, Parental Engagement.**

# Staffing and Professional Development

## Staffing and Professional Development Summary

Teachers attend conference workshops to improve Teaching practices and strategies to increase student achievement. Teaching staff uses formative assessments to develop academic plans for students to be implemented in PAWS intervention. AVID strategy of using a planner is a necessary for Pacific Law Academy Students to stay organized. Students will be provided planners to assist them in organizing their assignment and enhance time management to meet a-g requirements. PLA provides students opportunity to complete a career pathway by providing 3-course CTE Pathway in Law. Conferences: 8 teacher, counselor, and administrator retreat to address school action plan from WASC Committee recommendations \* Visible Learning- Summer 2021 - 11 teachers and administrator \* AVID Training – Summer 2021 – 4 teachers \* AP Summer Institute – Summer 2021 – 4 teachers 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.

## Staffing and Professional Development Strengths

PLA will provide a Math Summer Program to incoming PLA 9th grade students and current PLA students, including Algebra Support, Algebra I and Geometry. Students will earn high school credits with a passing grade of C or better for Algebra I and Geometry. A passing grade of C or better in Algebra Support will earn high school elective credits. Students will be identified for additional targeted support and provided re-teaching during the Pacific Academic Work Sessions (PAWS). Academic tutors are available to enhance the one-on-one and small group focusing primarily on math and science support. Support will further be available for quiz and test preparation, assessment make-up, and other academic work as assigned.

## Needs Statements Identifying Staffing and Professional Development Needs

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

# Teaching and Learning

## Teaching and Learning Summary

To further develop and refine the PAWS period through targeted and researched based intervention in order to address student learner needs as it pertains to reducing the failure rate, increasing A-G completion, and increasing assessment data, and other related data points. The Counselor will meet with students to discuss their goals and what needs to be completed for the current and subsequent years. Students will understand the importance of grades and their collegiate expectations. Counselor will also work with students using the district's college/career application to research and navigate possible career opportunities that meet the student's interest. Teachers will enhance NGSS (science) curriculum through hands-on science experiments and project based learning opportunities, integrating Science Technology Engineering, Art, and Mathematics (STEAM) projects. PLA provides students opportunity to complete a career pathway by providing 3-course CTE Pathway in Law, teachers will also have the opportunity to input from Stakeholders was gathered from February 28 thru March 1. Based on SBAC data PLA was 5.31 from the Standard in ELA and 29.98 away from the standard in Math. Intervention data from iReady and MDPT have been discussed in collaboration and shared with the School Site Council during monthly meetings.

## Teaching and Learning Strengths

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

## Needs Statements Identifying Teaching and Learning Needs

**Needs Statement 1 (Prioritized):** On time interventions for students in PAWS addressing skills students may be lacking to be successful. **Root Cause/Why:** The need for Professional Development training for interventions in core areas to support skill development.

# Parental Engagement

## Parental Engagement Summary

Parental engagement at PLA has been a challenge and with the Pandemic it forced parents to rely on zoom and it did spike parent attendance to Tiger Talks and meetings with teachers. Jupiter grades has been the consistent means of communication for student progress to parents. We did have grade level orientations in person well attended by parents of freshmen and sophomores this year. Title One parent nights have been well attended in the zoom world. Parents did attend the WASC visit with a over a 20 percent attendance rate to meet with the visiting committee. We do look forward to build off of those numbers as we move forward.

## Parental Engagement Strengths

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

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

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

## Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1 (Prioritized):** PLA teachers and administration will increase communication with parents and other stakeholders throughout the school year through various means (digital, social media, Jupiter Grades, newsletters...). **Root Cause/Why:** The challenge of getting parents and other stakeholders on campus was the uncertainty of COVID this school year.

# School Culture and Climate

## School Culture and Climate Summary

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

## School Culture and Climate Strengths

PLA was able to implement a mentorship program with our upperclassmen supporting Freshmen students to create a connection virtually. PAWS and Office Hours during Distance Learning allowed our Staff to maintain relationships with our current student, build relationships with our Freshmen. In-Person Cohorts, Mentorship from University of Pacific, and guest speakers also contributed to connecting students to PLA during Distance Learning. We have been able to use Leadership and PAWS to reengage students coming back to in-person learning with a variety of activities promotions school spirit and social interaction amongst students. School Environment, School Connectedness, Academic Motivation, and Promotion of Parent Involvement Scales showed that almost 80 percent of students 9th and 11th grade agreed or strongly agreed there are caring adults at the school and close to 90 percent the same students responded that there are High expectations set by the adults at PLA.

## Needs Statements Identifying School Culture and Climate Needs

**Needs Statement 1 (Prioritized):** Adults need to use assessments to maximize PAWS time with on time interventions to support all students. **Root Cause/Why:** Adults on the PLA campus have not collectively commit to non-negotiables during PAWS intervention.

# Goals, Strategies, Expenditures, & Annual Review

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

## LCAP Goal

Goal 1: Student Achievement

SUSD will implement a Multi-Tiered System of Support (MTSS) to increase student achievement and provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners and to address barriers to learning with targeted services for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority student groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities).

## Goal 1.1

Goal 1 - Student Achievement ELA/ELD SMART Goal:

PLA will ensure that ELA SBAC scores will exceed 80% proficiency by the end of the 2022-2023 school year.

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.

PLA students taking the Advanced Proficiency exam will increase the number of 3's and above scored by 10% over the previous ELA AP scores for grades 11 and 12.

Math SMART Goal: PLA will ensure that math proficiency will increase to more than 50% proficient as measured by SBAC by the end of the 2022-2023 school year. PLA students taking the Advanced Proficiency exam will increase the number of 3's and above scored by 10% over the previous AP Calculus and AP Statistics scores.

Science SMART Goal: PLA will increase SBAC science scores by 10% or more in school year 2022-2023.

Graduate SMART Goal: PLA will graduate 100% of students on time at the end of school year 2022-2023.

College/Career SMART Goal: PLA will graduate 70% of seniors A-G compliant by the end of the 2022-2023 school year.

## Identified Need

Increase student achievement through implementation of researched based instructional practices in the classroom and strategically targeted intervention for students requiring additional support.

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

## Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome | Expected Outcome |
|---|-------------------------|------------------|
| Number of Students reclassifying to Fluent English Proficient | 3 RFEP Students         | 8 RFEP Students  |
| Percent of seniors A-G compliant                              | 57% Seniors             | 70% seniors      |

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

### Strategy/Activity 1.1.1

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

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

All Students

#### Strategy/Activity

PLA to continue to increase Instructional Coaches (2 @ .5 FTE Instructional Coaches - Centralized Service) to core teachers in math, English, science, and social science at 1.5 FTE to provide teachers with classroom support, instructional support, data coaching, and lead professional development as needed.  
1 instructional coach X 100 hours X \$60 = \$6,000 (Allocating \$5,998)

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

The .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.

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.



Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

**Proposed Expenditures for this Strategy/Activity**

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

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

**Strategy/Activity 1.1.2**

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

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

**Strategy/Activity**

Provide students with structured supplemental instruction techniques using student and teacher feedback, reciprocal teaching and academic vocabulary incorporated with the District's ELA/ELD and Math curriculum. PLA will continue to assign a math teacher to teach Algebra I and Geometry to Kohl 7th and 8th graders with test scores high enough to indicate success in an advanced math classroom. (\*\*\*)Title I or site LCFF cannot be used to fund resources/supports for other sites. - must use other funds.)

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). Academic tutors are available to enhance the one-on-one and small group focusing primarily on math and science support.

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

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

Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

**Proposed Expenditures for this Strategy/Activity**

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

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

**Strategy/Activity 1.1.3**

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

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

**Strategy/Activity**

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

- \* AP Environmental Science - Summer 2023 - 1 teacher
- \* AP Physics - Summer 2023 - 1 teacher
- \* Visible Learning- Summer 2023 - 11 teachers and administrator
- \* AVID Training - Summer 2023- 4 teachers
- \* AP Summer Institute - Summer 2023 - 8 teachers

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

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

Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

**Proposed Expenditures for this Strategy/Activity**

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

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

# Annual Review

**SPSA Year Reviewed: 2021-2022**

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

**ANALYSIS**

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

Overall we were able to maintain our 100 percent graduation rate and our ELA SBAC scores increased from the 2019 school year. We decreased slightly from our A-G completion rate which was directly influenced by the pandemic. Our AP passage rate was impacted by distance learning due to only 4 hours in the classroom as opposed to the six hour day in-person. Science did not have data from the 2021 school year.

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

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

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

Our Strategies will remain the same as a result of year long discussions held with School Site Council and the WASC review for our school.

## LCAP Goal

### Goal 2: Safe and Healthy Learning Environments

SUSD will implement and promote a Multi-Tiered System of Support (MTSS) to promote a safe and healthy learning environment to enhance the social-emotional and academic learning for all students necessary to become productive members of society. Increased access of academic and social-emotional supports for our unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) will be addressed through MTSS targeted strategies.

## Goal 2.1

Suspension - PLA will reduce the amount of suspensions by 50% by the end of school year 2022-2023.

Expulsion - Attendance/Chronic Truancy - PLA will reduce the number of students considered chronic absence and truancy by 10% by the end of the 2022-2023 school year

School Climate - PLA will increase the percentage of students reporting a high connection to PLA to 80% by the end of the 2022-2023 school year.

PLA will increase the percentage of students who felt part of the school across all grade levels to 80% by the end of the 2022-2023 school year.

PLA will increase the percentage of students who feel at least one adult on campus cares about students to 90 % by the end of the 2022-2023 school year.

PLA will increase the percentage of students who feel safe at PLA to 85% by the end of the 2022-2023 school year.

## Identified Need

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

Adults need to use assessments to maximize PAWS time with on time interventions to support all students.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome   | Expected Outcome  |
|------------------|---|---|
| PLUS Survey Data | <p>74% students felt part of the school(PLUS) across each grade span</p> <p>81% of students reported at least one adult who cared about them(PLUS)</p> <p>76% of students felt safe(PLUS)</p> <p>2.2% of students were suspended for mutual combat (fighting)</p> | <p>81% students felt part of the school(PLUS) across each grade span</p> <p>89% of students reported at least one adult who cared about them(PLUS)</p> <p>83% of students felt safe(PLUS)</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 2.1.1

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

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

All Students

#### Strategy/Activity

Students will be monitored for attendance and truancy.

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

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

Conferences:

\* CADA - Winter 2022 - 2 teachers and administrator

\* STEAM- Spring 2023 - 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] |

## Strategy/Activity 2.1.2

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

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

### Strategy/Activity

Provide all PLA students with additional academic and social-emotional support and intervention to improve student behavior, promote increased learning opportunities, provide training and support on alternate positive behavior, intervention and support strategies to teachers and staff, and provide support. Implement additional staff support through additional compensation for the counselor to provide social emotional support to students. Students who feel stressed by the academic challenges of the school and/ or social-emotional challenges that life at home or at school may bring, may have an additional advocate to help them through their struggles and improve their learning environment as a result as students prepare for college, career and community.  
Additional Comp: 1 counselor X 50 hours X \$60 = \$3,000

### Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s)       |
|-----------|-----------------|
| \$37772   | 50643 - Title I |
| \$5132    | 50643 - Title I |

## Annual Review

### SPSA Year Reviewed: 2021-2022

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

### ANALYSIS

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

In looking at the summary of key indicators from our Healthy Kids Survey, two areas that support the two activities from each strategy. Caring Adults and High expectations. This aligns with our mission and vision. We range from 77 percent to 87 percent coming off of the pandemic.

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

During the monthly School Site Council meetings and Teacher collaborations we did discuss the focus of using the existing strategies to continue to support our students all the way back for in- person learning.

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

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

## LCAP Goal

### Goal 3: Meaningful Partnerships

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

## Goal 3.1

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

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

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

We will use the extra 145 dollars for copying flyers and other materials for parent meetings.

## Identified Need

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

## Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome  | Expected Outcome   |
|---|--|--|
| <p>By spring 2020-2021, at least five parents will participate in each of the Tiger Talk Tuesday sessions offered throughout the school year.</p> <p>By spring 2020-2021, PLA will host 2 additional community events over the previous school year.</p> <p>By spring 2020-2021, PLA will increase the number of parent volunteers by 50% over the previous school year.</p> <p>By spring 2020-2021, teachers will increase recorded contact with parents by 50% over the previous school year.</p> | <p>1 parent participated in one scheduled meeting all year during school year 2019-2020</p> <p>PLA hosted 2 special community events during school year 2019-2020</p> <p>PLA had one parent volunteer as needed in the front office</p> <p>Teacher-parent communication has been minimal and inconsistent but ramped up during distance learning 2019-2020</p> | <p>In Virtual Tiger Talk meetings we had as high as 12 parents on a call in 2020/2021</p> <p>PLA has not hosted community events in the last two years on campus. PLA has hosted guest speakers and UOP mentors virtually.</p> <p>PLA has did not have a parent volunteer in the office due to COVID restrictions.</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)

All Students

### Strategy/Activity

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

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

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

Non-instructional materials: \$799

\*\*\*\*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)                |
|-----------|--------------------------|
| \$799     | 50647 - Title I - Parent |

## Annual Review

### SPSA Year Reviewed: 2021-2022

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

### ANALYSIS

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

We have been very strong with our Jupiter Grades access for students and parents. Law day opportunities will present themselves when we get back to allowing parents and community members on our campus. Student led academic conferences are a goal that we would like to keep as they were in the process of happening until the pandemic. CTE programs will continue to be a work in progress to achieve two pathways. We have been able to offer Law and Society and we have added technology to the CTE pathway. In person grade level orientations at the beginning of the year worked as well as the virtual Title I back to school night.

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

Through the discussions with our School Site Council and WASC review in this area we would move Tiger Talk to the evening and put out a newsletter for parents.

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

Strategies and activities will remain the same as we move to a full in person experience at Pacific Law Academy for our parents and community stakeholders.

# Budget Summary

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

## Budget Summary

| DESCRIPTION   | AMOUNT                 |
|---|------------------------|
| Total Funds Provided to the School Through the Consolidated Application | \$43703                |
| 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       | \$43703                |

## Other Federal, State, and Local Funds

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

| Federal Programs         | Allocation (\$) |
|--------------------------|-----------------|
| 50643 - Title I          | \$42904         |
| 50647 - Title I - Parent | \$799           |

Subtotal of additional federal funds included for this school: **\$43703**

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 (\$)       |
|-------------------------|-----------------------|
| 23030 - LCFF (Site)     | \$[Enter Amount here] |
| 50334 - CSI             | \$[Enter Amount here] |
| 50039 - ELSB            | \$[Enter Amount here] |

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: **\$43703**