Pacific Law Academy

1621 Brookside Rd. • Stockton, CA 95207 • (209) 933-7475 • Grades 9-12
Carol Anne Sanderson, Principal
casanderson@stocktonusd.net

2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Stockton Unified School District
701 North Madison St.
Stockton, CA 95202-1634
(209) 933-7000
www.stocktonusd.net

District Governing Board

Gloria Allen

Andrea Burrise

Kathleen Garcia

Colleen Keenan

Maria Mendez

Angela Phillips

Steve Smith

District Administration

Ms. Julie Penn
Superintendent

Ms. Julie Penn
Interim Superintendent

Dr. Mark Hagemann
Interim Deputy Superintendent

School Description

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 transition to a university, community college or a professional career. We focus on providing a high quality, rigorous core curriculum with knowledgeable educational professionals. Our students are required to take four years of mathematics and science courses as well as three years of a foreign language to complement their graduation requirements and meet the A - G UC/CSU expectations. Additionally, we are partnered with the University of the Pacific which adds to the complement of courses we offer by providing a college level research/college bridge class during the Spring semester. Our Law theme gives us the opportunity to offer students a glimpse into the legal world as well as participate in real-world activities such as Mock Trial.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at (209) 933-7475 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	57
Grade 10	47
Grade 11	52
Grade 12	41
Total Enrollment	197

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	6.6
American Indian or Alaska Native	1.5
Asian	7.6
Filipino	2.5
Hispanic or Latino	63.5
White	13.2
Two or More Races	5.1
Socioeconomically Disadvantaged	81.7
English Learners	3
Students with Disabilities	2
Foster Youth	1

SOURCE: California Department of Education

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Pacific Law Academy	**13-14**	**14-15**	**15-16**
With Full Credential	11	10	9
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	1	1
Stockton Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	1437
Without Full Credential	♦	♦	133
Teaching Outside Subject Area of Competence	♦	♦	12

SOURCE: This information is provided by the school district.
♦ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Pacific Law Academy	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	1	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

SOURCE: This information is provided by the school district.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	94.9	5.1
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

SOURCE: California Department of Education

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	9-12 Math, Algebra I, II & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 Calculus HM Adopted in 2006 PreCalculus Adopted in 2006 Statistics McDougal Adopted in 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	California Holt Earth Science Adopted in 2007 Biology Adopted in 2007 Chemistry: Matter and Change Adopted in 2007 Physics: Principles and Problems Adopted in 2007 Health Glencoe Adopted in 2005 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	World History: The Modern World Adopted in 2007 The American Vision: Modern Times Adopted in 2006 Magruder's American Government Adopted in 2006 Economics: Principles in Action Adopted in 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Foreign Language	French - McDougal Adopted in 2001 Spanish – Prentice Hall Adopted in 2000 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/14/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	boys & girls restrooms: wall behind urinals damage. Multipurpose/kitchen: site use Stagg M.P, damage ceiling tiles. rm 13: stained ceiling tiles. rm 5: carpet ripped
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	76	23	44
Math	49	17	33

*   Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

CAASPP Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	32	68	47	32	31	29	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards | | |
	4 of 6	5 of 6	6 of 6
9	31.50	31.50	25.90

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

2014-15 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced — Science (grades 5, 8, and 10)
All Students in the LEA	29
All Student at the School	47
Male	57
Female	40
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	45
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
Students with Disabilities	45
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	52	51	98.1	2	22	49	27
Male	11	52	21	40.4	0	14	52	33
Female	11	52	30	57.7	3	27	47	23
Black or African American	11	52	5	9.6	--	--	--	--
American Indian or Alaska Native	11	52	1	1.9	--	--	--	--
Asian	11	52	6	11.5	--	--	--	--
Filipino	11	52	2	3.8	--	--	--	--
Hispanic or Latino	11	52	24	46.2	0	33	54	13
White	11	52	12	23.1	0	8	42	50
Two or More Races	11	52	1	1.9	--	--	--	--
Socioeconomically Disadvantaged	11	52	37	71.2	3	30	51	16
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

SOURCE: California Department of Education

		Number of Students		Percent of Students				
Student Group	**Grade**	**Enrolled**	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	11	52	51	98.1	16	35	43	6
Male	11	52	21	40.4	14	33	38	14
Female	11	52	30	57.7	17	37	47	0
Black or African American	11	52	5	9.6	--	--	--	--
American Indian or Alaska Native	11	52	1	1.9	--	--	--	--
Asian	11	52	6	11.5	--	--	--	--
Filipino	11	52	2	3.8	--	--	--	--
Hispanic or Latino	11	52	24	46.2	21	42	38	0
White	11	52	12	23.1	8	25	50	17
Two or More Races	11	52	1	1.9	--	--	--	--
Socioeconomically Disadvantaged	11	52	37	71.2	22	41	38	0
Foster Youth	11	--	--	--	--	--	--	--

Table header: **School Year 2014-15 CAASPP Assessment Results - Mathematics**
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

SOURCE: California Department of Education

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
Parents are an invaluable resource for Pacific Law Academy and they are encourage to participate on our campus. We invite parents to our campus whenever they would like to stop by; in addition, the principal hosts a "Tiger Talk Tuesday" open forum the first Tuesday of each month for parents to meet and have an open dialogue about any school topic in an informal setting. We invite parents to attend our Student Success Team meetings, our Back-to-School night in the Fall, our Freshman Parent Night, Senior Parent Night, our Open House in the Spring, Academic Assemblies, Rally's, and our Carnival at the end of the school year. Parents are also asked to participate in the governance of our school through School Site Counsel as well as in the reflective process of the WASC (Western Association of Schools of and Colleges) self evaluation which occurs every six years. We believe that it takes all of our involvement to support our students and give them the best opportunity for success.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan
The safety of our students, faculty and staff is of the utmost importance. Our school safety plan is reviewed on an annual basis at the beginning of each school year. The plan is updated based on the needs of our school. The Pacific Law Academy staff reviewed the safety plan on August 7th, 2015. Our focus is always on safe evacuation in the event of a fire; lockdown procedures, and duck and cover activities.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	2.20	0.47	1.48
Expulsions Rate	0.00	0.00	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	10.96	10.09	9.39
Expulsions Rate	0.02	0.08	0.08
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

SOURCE: California Department of Education

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

SOURCE: California Department of Education

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		50
Percent of Schools Currently in Program Improvement		86.2

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
English	17	27	25	11		2	2	7	6		1	
Math	16	20	19	10	6	6	3	4	4			
Science	21	24	24	4	2	2	4	5	5	1		
SS	17	27	26	11	3	3	5	7	7	1		

*   Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

SOURCE: California Department of Education

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0.05
Speech/Language/Hearing Specialist	0.25
Resource Specialist	0.2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	197

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

SOURCE: This information is provided by the school district.

Professional Development provided for Teachers

The primary staff development focus has been on the full implementation of the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2016. Our major focus in the 2015-2016 school year will be on instructional strategies and student engagement.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided over the past two school years. Onsite coaching is provided and all faculty members take part in the Instructional Rounds process to improve instructional strategies. Additionally, all teachers have received Advanced Placement training in ALL core subject areas as provided by College Board Advanced Placement conferences and this training will be recalibrated in the summer of 2016.

On-going teacher support is provided through site-based ELA and Math practitioners, staff PLC collaboration meetings, teacher-principal meetings, and data team meetings.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$39,802	$43,165
Mid-Range Teacher Salary	$60,551	$68,574
Highest Teacher Salary	$76,281	$89,146
Average Principal Salary (ES)	$105,299	$111,129
Average Principal Salary (MS)		$116,569
Average Principal Salary (HS)	$111,870	$127,448
Superintendent Salary	$232,300	$234,382
Percent of District Budget		
Teacher Salaries	35%	38%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

SOURCE: California Department of Education

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	6929.38	230.40	6698.97	62878.33
District	♦	♦	4983.64	$61,632
State	♦	♦	$5,348	$72,971
Percent Difference: School Site/District			34.4	2.8
Percent Difference: School Site/ State			42.8	-11.1

* Cells with ♦ do not require data.

SOURCE: Information is provided by the school district and California Department of Education.

♦ no data required.

Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

Title I Helping Disadvantaged Students Meet Standards
Title I Homeless
Title I Migrant Education
Title II Improving Teacher Quality
Title III Limited English Proficient Students
Beginning Teacher Support and Assessment (BTSA)
Extended Day Programs
English Language Acquisition Program (ELAP)

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	**English-Language Arts**			**Mathematics**		
	Not Proficient	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the LEA	60	22	18	55	33	13
All Students at the School	27	35	38	31	42	27
Male	24	38	38	29	43	29

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
Female	30	33	37	33	41	26
Hispanic or Latino	24	39	36	36	33	30
Socioeconomically Disadvantaged	28	35	38	30	43	28

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Pacific Law Academy	2012-13	2013-14	2014-15
English-Language Arts	73	76	73
Mathematics	73	91	69
Stockton Unified School District	2012-13	2013-14	2014-15
English-Language Arts	44	35	34
Mathematics	49	42	38
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Pacific Law Academy	2011-12	2012-13	2013-14
Dropout Rate	0.00	0.00	0.00
Graduation Rate	94.34	100.00	100.00
Stockton Unified School District	2011-12	2012-13	2013-14
Dropout Rate	19.40	9.90	17.90
Graduation Rate	71.09	83.09	76.40
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

SOURCE: California Department of Education

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

SOURCE: This information is provided by the school district.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	97.96	75.95	84.6
Black or African American	100	67.21	76
American Indian or Alaska Native	100	58.72	78.07
Asian	100	82.39	92.62
Filipino	100	87.31	96.49
Hispanic or Latino	96.77	76.3	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	100	76.53	89.93
Two or More Races	100	81.82	82.8
Socioeconomically Disadvantaged		40	61.28
English Learners		44.28	50.76
Students with Disabilities	102.78	76.64	81.36
Foster Youth	--	--	--

SOURCE: California Department of Education

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	100
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

SOURCE: California Department of Education

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	4	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	1	♦
Science	2	♦
Social Science	2	♦
All courses	9	3.7

* Where there are student course enrollments.

SOURCE: California Department of Education

♦ no data required.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.