



Pacific Law Academy

1621 Brookside Rd. • Stockton, CA 95207 • (209) 933-7475 • Grades 9-12

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Pacific Law Academy Charter

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District Governing Board

Cecilia Mendez
AngelAnn Flores
Kathleen Garcia
Lange Luntao
Maria Mendez
Scot McBrian
Candelaria Vargas

District Administration

John E. Deasy, Ph.D.

Superintendent

Dr. Reyes Gauna

Assistant Superintendent of Educational Support Services

Craig Wells

Assistant Superintendent of Human Resources

Sonjhia Lowery

Assistant Superintendent of Educational Services

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.

Pacific Law Academy (PLA) offers students the opportunity to embrace not only an academic curriculum that will prepare them for post-secondary education, but also will allow them career exploration with the area of legal studies. PLA boasts a 100% graduation rate, and our students succeed in many college and career paths beside law. 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 four years of 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 San Joaquin Delta College and the University of the Pacific which adds to the complement of advanced courses and thematic instruction offered on site.

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	49
Grade 10	56
Grade 11	49
Grade 12	41
Total Enrollment	195

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.2
American Indian or Alaska Native	1.5
Asian	8.7
Filipino	3.1
Hispanic or Latino	68.2
Native Hawaiian or Pacific Islander	1.0
White	7.2
Socioeconomically Disadvantaged	66.2
English Learners	3.1
Students with Disabilities	2.1
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	16-17	17-18	18-19
With Full Credential	11	10	9
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0
Pacific Law Academy Charter	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Pacific Law Academy	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>9-12 Math, Algebra I, II & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>Calculus HM Adopted in 2006</p> <p>PreCalculus Adopted in 2006</p> <p>Statistics McDougal Adopted in 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Biology Adopted in 2007 CK-12 Biology Adopted in 2016</p> <p>Chemistry: Matter and Change Adopted in 2007</p> <p>Physics: Principles and Problems Adopted in 2007</p> <p>CK-12 Integrated Physical Science Adopted 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: August 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>10-12 California Houghton Mifflin Harcourt 10 Making Europe: The Story Of The West Kidner et al 2014 11 US History Reconstruction to the Present Adopted in 2017</p> <p>12 Houghton Mifflin Harcourt 12 Economics and American Government Adopted in 2017</p> <p>10-12 Advanced Placement 10 AP European History Adopted 2014 11 AP US History 12 AP American Government Adopted in 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Spanish - Realidades (Levels 1-3) Prentice Hall 2008</p> <p>Spanish – Realidades Prentice Hall 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/14/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	North Womens R/R: entrance ramp and handrails-paint, entrance door -sand and paint both sides, door frame both sides-paint,interior wall holes- patch holes and paint, toilet paper dispensers rudedt-replace, exhaust fan dusty-clean
Interior: Interior Surfaces	Poor	North Mens R/R: entrance door pick plate missing-replace, entrance metal door-rusted out-replace and paint, toilet paper dispensers rusted-replace, interior wall holes-patch hole and paint, North Womens R/R: entrance ramp and handrails-paint, entrance door -sand and paint both sides, door frame both sides-paint,interior wall holes- patch holes and paint, toilet paper dispensers rudedt-replace, exhaust fan dusty-clean
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	North Mens R/R: entrance door pick plate missing-replace, entrance metal door-rusted out-replace and paint, toilet paper dispensers rusted-replace, interior wall holes-patch hole and paint, North Womens R/R: entrance ramp and handrails-paint, entrance door -sand and paint both sides, door frame both sides-paint,interior wall holes- patch holes and paint, toilet paper dispensers rudedt-replace, exhaust fan dusty-clean
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	North Mens R/R: entrance door pick plate missing-replace, entrance metal door-rusted out-replace and paint, toilet paper dispensers rusted-replace, interior wall holes-patch hole and paint, North Womens R/R: entrance ramp and handrails-paint, entrance door -sand and paint both sides, door frame both sides-paint,interior wall holes- patch holes and paint, toilet paper dispensers rudedt-replace, exhaust fan dusty-clean

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/14/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		P-2: entrance door(opposite side) and frame-paint, windowsill-sand and paint, ceiling vent dusty-clean P-6: stain ceiling tile next to vent-replace, entrance door(opposite side) and frame-paint P-8: entrance handrails-paint, entrance door(opposite side) and frame-paint, stain ceiling tiles next to air vent-replace
Overall Rating	Fair	

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	80.0	75.0	26.0	28.0	48.0	50.0
Math	32.0	43.0	20.0	21.0	37.0	38.0

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	25.0	25.0	31.2

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	51	51	100.00	74.51
Male	22	22	100.00	77.27
Female	29	29	100.00	72.41
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	36	100.00	77.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.00	72.97
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	51	51	100	43.14
Male	22	22	100	36.36
Female	29	29	100	48.28
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	36	100	47.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	37	37	100	45.95
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents are an invaluable resource for Pacific Law Academy and they are encouraged to participate as partners 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 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 process which occurs every six years. We believe that it takes the involvement of all of our stakeholders 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 State priority: School Climate (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 1, 2018. Our focus is always on safe evacuation in the event of a fire; lock down procedures, and duck and cover activities.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	2.3	1.5	1.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	1.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.15
Nurse	0.15
Speech/Language/Hearing Specialist	.25
Resource Specialist (non-teaching)	0.2
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	195

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	18.0	16.0	20.0	9	10	5	3	3	5			
Mathematics	15.0	14.0	15.0	13	12	12		2	3	1		
Science	14.0	17.0	17.0	12	6	10	1	5	2			
Social Science	27.0	21.0	22.0	2	7	5	7	6	6	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.

Professional Development provided for Teachers

As a college preparatory program, the primary/major area of focus is directed at rigorous instructional practices through the implementation of Advanced Placement content. Data driven decisions for staff development occur throughout the school year and are the main factor for professional development in Math and English Language Arts. Our major focus in the 2018-2019 school year will be on teacher collaboration, AVID instructional strategies for student intervention, and Visible Learning strategies, such as feedback, collective efficacy, vocabulary, and student self-advocacy to enhance 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 Professional Learning Centers and a collaborative 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 was calibrated in the summer of 2016 and re-calibrated during the summer of 2018.

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

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

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

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

Teacher Induction Program

Extended Day Programs

English Language Acquisition Program (ELAP)

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
	2014-15	2015-16	2016-17
Pacific Law Academy			
Dropout Rate	2.4	0.0	0.0
Graduation Rate	97.6	100.0	100.0
Pacific Law Academy Charter			
Dropout Rate	11.8	12.4	10.4
Graduation Rate	82.6	83.6	79.5
California			
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	11427.74	303.77	11123.97	78328.31
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			56.8	12.9
Percent Difference: School Site/ State			51.4	-1.1

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	56.8

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	4	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	1	◆
Science	1	◆
Social Science	4	◆
All courses	10	65.2

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	83.7	88.7
Black or African American	100.0	75.6	82.2
American Indian or Alaska Native	0.0	73.9	82.8
Asian	100.0	90.0	94.9
Filipino	100.0	93.8	93.5
Hispanic or Latino	100.0	83.7	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	100.0	74.5	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	100.0	84.0	88.6
English Learners	0.0	50.6	56.7
Students with Disabilities	100.0	50.8	67.1
Foster Youth	0.0	68.2	74.1

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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.