

The School Plan for Student Achievement

School: Petersen Alternative Center for Education
CDS Code: 50 10504 5030226
District: Stanislaus County Office of Education
Principal: John Luis
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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Petersen Alternative Center for Education's Vision and Mission Statements

Stanislaus County Office of Education and Peterson Alternative Center for Education provide a safe and engaging alternative learning environment that establishes a foundation for academic success and leadership. Students receive individualized counseling and support, explore future options, and develop the leadership skills necessary to achieve future independence as productive members of society.

School Profile

The Petersen Alternative Center for Education (PACE) is a county court/community school, serving students in grades 9-12 in its classroom program and in Stanislaus County Juvenile Hall and students in grades K-12 on Independent Study. PACE is located in Modesto, California, right in the heart of the San Joaquin Valley. Modesto is still considered as a rural setting and is the county seat for Stanislaus County. West Campus (juvenile Hall) is located in Modesto, adjacent to the PACE school site. It serves all incarcerated youth in the county and has seven alternative education teachers and special education teachers and support staff. The Stanislaus County Office of Education operates the educational program at the West Campus. Students complete grade appropriate standards based academic courses and work on basic skills to compete requirements and earn high school credits. There are opportunities to enroll into Modesto Junior College.

PACE opened as a store front in 1986. It is named after Martin G. Petersen, our previous County Superintendent of Schools. 10.6% of our students are on TANF. 64.1% of our students qualify for free and reduced lunch program. Attendance numbers fluctuate throughout the school year. As of October 14, 2021 enrollment showed as the following:

7th = 1
8th = 3
9th = 8
10th = 13
11th = 30
12th = 53

The majority of our students come from families at or below the poverty line. The median income of the population in our county is \$60,321 while county poverty rate is at 17.2%. PACE currently has 4 TANF recipients while the majority of students have food stamps or another source of aid. 77 of our 110 students, 70% qualify for free and reduced lunch.

Our student population is 60% male, 39% female, 1% Non-Binary. The majority of the student body is through "Parent Request / Disciplinary Transfer", which usually means the student was just one or two suspensions away from being expelled. Given the loss in revenue when a student is referred to our program many local districts rarely refer students on parent referrals and refer only those students who have exhausted all district options. Whether for credit deficiencies or behavior concerns, most students have very low academic skills upon entry into PACE, on average reading and math are at elementary levels.

Ethnic breakdown is as follows:

African-American: 4.55%
Hispanic: 63.6%
White: 20%
Pacific Islander: <1%
Multiple/Other/No Response: 10.91%

Recent Healthy Kids surveys point to a very high degree of alcohol/drugs and tobacco usage along with a high number of sexually active students, starting at age 14 or earlier. Our typical student comes to us with a history of being academically unsuccessful, having low test scores, being deficient in credits, and having poor school attendance. Our mobility rate from October to June is 86.3%; with free movement between sites, Independent Study and Community School, in and out of Juvenile Hall or other correctional facilities/placements. Probation has identified that 65+% of our students are affiliated with gangs, with the majority claiming Norteno involvement. The strong correlation between gang involvement and the absence of parental influence and involvement has a detrimental effect on our ability to meet, confer, and plan with our parents. We continue to make inroads through: Meeting with parents when possible, home visits, open house, phone system, academic and disciplinary contacts, SARB contacts when needed, and School Site Council.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

No formal surveys have been given to staff, parents or students. However, administration and staff act upon any safety needs.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administration observes in the classrooms, multiple times, throughout the year. These observations are non-evaluative in nature and serve the purpose of analysis of classroom needs, both physical and academic. Evaluative observations are pre-arranged and occur at least once a year with tenured staff and two to three times a year for non-tenured staff.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Data provided by the state, test results, Exact Path and other assessment reports are used to identify performance gaps, which assist teachers in modifying their instruction.

Teachers have access to test scores and are able to identify specific academic instructional needs and target lessons to those needs.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

With the high mobility of students of PACE, teachers use the Edmentum curriculum-embedded assessment to determine if and when instruction should be modified.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Stanislaus County Office of Education is continuously striving to ensure that all of its teachers are highly qualified by offering access to professional development opportunities.

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

Stanislaus Office of Education employs a director of curriculum who oversees all curriculum and professional development opportunities for all staff. Professional development opportunities are offered and must be attended by all certificated and classified staff bi-weekly.

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

PACE continues to implement staff development through county resources and outside vendors when appropriate, on the use of standards-based instructional strategies. Alignment of professional development to common core content standards through training on reading, writing, and mathematics is a focus in the staff development.

Continue to implement a variety of strategies for improving ELA proficiency.

There is a need to expand staff development in the area of instructional strategies.

There is a need to provide a literacy training to reinforce best teaching practices in grades 7-12 in the areas of reading and writing.

There is a need to continue to train teachers to use student data to analyze and make standards based data driven decision in order to meet the needs of under performing students including EL students.

There is a need to train teachers to implement best teaching practices and strategies in mathematics.

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

In addition to the bi-weekly professional development opportunities, Stanislaus County Office of Education provides and makes ELD support that provides training and assistance on a regular basis. In addition, PACE designates an experienced teacher to be a lead teacher/instructional coach to provide support.

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

Due to the nature of our school PACE teachers meet as a whole bi-weekly or as the need arises, to discuss any academic or behavioral issues within the site. PBIS team meets one time per month to look at behavioral trends and analysis.

Teaching and Learning

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

Teachers are trained in Common Core Standards for ELA, mathematics and ELD. Teachers develop strategies to integrate key English Language Arts standards.

Implementation of ELA and Mathematic pacing guides, aligned with state adopted texts/curriculum and standards

Weekly staff meetings, and target meetings insure the systematic review of student progress so as to support academic goals.

Teachers are given professional development by attending conferences that train best teaching practices to facilitate standards-based teaching in English Language Arts.

Teachers analyze English Language Proficiency Assessments for California (ELPAC) progress profiles, and school site assessment data in ELA and mathematics. They develop plans for curriculum and instructional practices based upon the results of assessments for all students and for targeted groups of students such as EL and SPED (special education).

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

The implemented curriculum allows for the recommended instructional minutes for reading language arts and mathematics for all site based and Independent Study K-8 students.

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

The web based Edmentum curriculum outlines pacing schedules for student achievement. Student academic intervention is available at a variety of points throughout these lessons to assist mastery.

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

Supplemental materials for language arts and mathematics and other ELD materials are being used. PACE continues to use supplemental standard-based materials for all students including English learners and students who are below grade level.

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

The school/district provides the current* district-adopted, Common Core aligned English/Language Arts (ELA) textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled in all high school ELA courses.

Opportunity and Equal Educational Access

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

PACE serves EL students with Certificated Language Acquisition Development (CLAD) or other certified certificates to meet the need of EL students. All EL students receive access to the core curriculum. A student study team, composed of school site staff, students and parents meet as needed to discuss and implement academic and behavioral strategies and interventions for at-risk students. At West Campus, a Multi Disciplinary Team made up of Probation staff, mental health staff, regular ed teachers, administration and special education staff meets monthly to discuss the educational program of special needs students. Edmentum

14. Research-based educational practices to raise student achievement

Research - based educational practices are utilized in the PACE classroom. These practices are presented to teachers every other week during professional development, as well as, supported throughout the school year by administration.

Parental Involvement

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

Student support is available in multiple forms at PACE. There are school counselors, Miri counselors and School Support Advocates available at all times during school hours. Administration, teachers and classified staff are also more than able to help a student or family in need. The school has an open door policy to combat truancy, suspensions and student hardships.

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

The Governing Board of the district believes that a child's education is a responsibility shared by the family and school. The Board recognizes the necessity and value of family-school partnerships to support student growth and academic achievement and further seeks to facilitate this partnership through a parent involvement component in all school site plans. Recognizing that parent/guardian involvement takes many forms, the Board, administration and staff are committed to supporting district-wide parent participation via the six types of parent/guardian involvement described in The California Strategic Plan for Parent Involvement.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The average class size ranges between 10 - 20 students. At West Campus, the class size is determined by Probation staff and the educational staff serves all students in each unit.

Parent Education classes are offered.

Counseling services are provided for students in need.

Intervention Programs are offered during regular school and after school hours.

Categorical funds are used for extended learning opportunities.

Categorical funds are used for staff development, parent involvement, technological equipment, and supplemental materials.

5% of Title I funding is available for parent involvement.

The school principal monitors and coordinates budgets, programs implementation, professional development, and community support. The school principal ensures that all students receive appropriate supplementary services to ensure academic achievement.

18. Fiscal support (EPC)

The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the ELA and Mathematics curriculum and the Single Plan for Student Achievement (SPSA).

Description of Barriers and Related School Goals

PACE continues to participate in a school-wide free breakfast and lunch program

Student truancy rate is combated via site wide "robo-calls", home visits, and parent meetings with Administration and/or Probation

Counseling, administration, staff and parents will continue to assess the needs of reducing student drug/alcohol use

Counseling, administration, staff and parents will continue to assess the needs of reducing student truancy

Counseling, administration, staff and parents will continue to assess the needs of reducing student suspension rate

Counseling, administration, staff and parents will continue to assess the needs of reducing student gang affiliations

Counseling, administration, staff and parents will continue to assess the needs of increasing parent awareness of their student(s)

Counseling, administration, and staff will continue to assess the needs of reducing student disruption inside and outside of classrooms

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*				
Grade 7	*	6		0	*		0	*				
Grade 8	7	13		4	5		4	5		57.1	38.5	
Grade 11	43	32		5	13		5	11		11.6	40.6	
All Grades	51	53		9	21		9	19		17.6	39.6	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*			*			*	
Grade 7		*			*			*			*			*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	*	2472.		*	0.00		*	9.09		*	27.27		*	63.64	
All Grades	N/A	N/A	N/A	*	0.00		*	5.26		*	15.79		*	78.95	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Conclusions based on this data:

1. Participation rate must increase.
2. Teachers will continue to modify lessons to reach all student learning.
3. Teachers will continue to use Exact Path for assessment and lesson analysis.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*				
Grade 7	*	6		0	*		0	*				
Grade 8	7	13		4	6		4	6		57.1	46.2	
Grade 11	43	33		4	12		4	11		9.3	36.4	
All Grades	51	54		8	21		8	20		15.7	38.9	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*			*			*	
Grade 7		*			*			*			*			*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	*	2398.		*	0.00		*	0.00		*	0.00		*	100.0	
All Grades	N/A	N/A	N/A	*	0.00		*	0.00		*	5.00		*	95.00	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Conclusions based on this data:

1. Participation rate must increase.
2. Teachers will continue to modify lessons to reach all student learning.
3. Teachers will continue to use Exact Path for assessment and lesson analysis.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades										6	7	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Conclusions based on this data:

1. Students taking the ELPAC are at such an insignificant number, the results are too low to score.
2. ELPAC will continue to be given to all qualified students.
3. The school will analyze student results on an individual basis.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Performance Interventions
LEA GOAL:
Students will participate in a rigorous and relevant academic program. The LEA expects consistent positive growth toward county average scores in all significant student subgroups. This group includes expelled pupils, foster youth, English learners, pupils with disabilities, and socioeconomically disadvantaged pupils. These scores will be analyzed by administration and staff until the CAASPP performance bands and norms are established and a specific point or percentage can be established. Additionally, the LEA will assure that interventions and supports are put in place to increase literacy, language and math skills.
SCHOOL GOAL #1:
Increase student proficiency with the current adopted standards Increase in overall ELPAC scores each year
Data Used to Form this Goal:
Assessment data collected from Exact Path, Edmentum, ELPAC, and future CAASPP results.
Findings from the Analysis of this Data:
Students are passing their classes and attaining their credits at a moderate pace to graduate on time.
How the School will Evaluate the Progress of this Goal:
Data will continue to be collected through assessments. The school will assess student growth through informal and formal assessments throughout the school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Edmentum is a WASC accredited curriculum that allows students access to grade level academic material.	2023-2024	All teachers Administration Counselors	Daily Student Learning	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
50% Academic Counselor Salary	2023-2024	Counselor	Academic Needs: Credits, Transcripts, etc	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	53,325
			Fringe Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	25,838
TOTAL Title I Indirect Costs	2023-2024		Indirect	7000-7439: Other Outgo	Title I	20,897

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Creative, Positive, and Safe School Climate
LEA GOAL:
School site (teachers, staff, parents and students) will promote creativity, positivity and safety for all students and staff.
SCHOOL GOAL #2:
To build an environment that values student academic engagement, as well as, nurturing potential leadership from the student body.
Data Used to Form this Goal:
PBIS Number of students being suspended outside of school Attendance Student incentives Healthy Kids Survey
Findings from the Analysis of this Data:
Suspension numbers have continued to be low. This can be attributed to the implementation of PBIS strategies and multiple counseling resources and student leadership opportunities on the PACE campus.
How the School will Evaluate the Progress of this Goal:
Monitoring the following: Number of students being suspended outside of school Attendance Student incentives Healthy Kids Survey Truancy rates Parental Involvement

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement PBIS with academic support	2023-2024	Principal	PBIS Trainer	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	2,100
Student Support Advocate	2023-2024	Principal	Classified Staff	2000-2999: Classified Personnel Salaries	LCFF	22,203
					Title I Part A: Allocation	21,508
			Fringe Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	4,933
Nurse	2023-2024	Principal	Classified Staff	5700-5799: Transfers Of Direct Costs	LCFF	30,658
Sheriff Officer (SRO)	2023-2024	Principal	Contract with the County	5000-5999: Services And Other Operating Expenditures	Local Categorical	134,513
				5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	28,699
Miri Center Counselor	2023-2024	Principal	Contract with Miri Center	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	31,336
				5000-5999: Services And Other Operating Expenditures	Title I Part D	9,238
				5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	59,522
SARB Process	2023-2024	Principal, Support Staff	Contract	5000-5999: Services And Other Operating Expenditures	LCFF	4,025
Art Supplies for Classroom/Student Involment	2023-2024	PACE Staff		4000-4999: Books And Supplies	Title I Part A: Allocation	2,519

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology and Career Information Integration
LEA GOAL:
The LEA will continue to integrate technology throughout the curriculum and career exploration opportunities.
SCHOOL GOAL #3:
Use of technology in the classroom via Prometheus boards, Chrome books, personal technological devices.
Data Used to Form this Goal:
Edmentum, Exact Path, CAASP, Naviance
Findings from the Analysis of this Data:
Teachers currently utilize Prometheus boards in the classroom. Student laptops are used at teacher's discretion. The school curriculum is from Edmentum.
How the School will Evaluate the Progress of this Goal:
Credit attainment via Edmentum

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Prometheum boards and Chrome books. Utilize in the classrooms at all sites for teaching tool and student engagement	2023-2024	Principal Teachers School Support Advocate	Chromebooks	5000-5999: Services And Other Operating Expenditures	Other	0
			Carrying Cases	5000-5999: Services And Other Operating Expenditures	Other	0
			Prometheum Boards	5000-5999: Services And Other Operating Expenditures	Other	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Naviance Utilize Career Navigator Job Fair Career Exploration	2023-2024	PACE Staff/SSA	Job Exploration Career Inspiration Center Student Transportation to Events	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	35,000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Civility and Responsibility
LEA GOAL:
Students will be given the opportunity to work with their peers in a civil, safe environment
SCHOOL GOAL #4:
Participate in community events Participate in recognizing positive student behavior on the PACE campus Career Exposure / Training
Data Used to Form this Goal:
Suspension Rates Truancy Rates Dropout Rates
Findings from the Analysis of this Data:
Students sit on School Site Council Suspension rates have declined Students maintain involvement in the PBIS training sessions
How the School will Evaluate the Progress of this Goal:
Interim assessment scores; Participation in created groups, truancy rates, suspension rates, dropout rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Contribute time, energy, and talents to improve the quality of life for themselves, the school, and the community.	2023-2024	Principal Teachers Support / Classified Staff	PBIS behaviors and values will be taught and shown throughout each classroom.	None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Physical Education
LEA GOAL:
Students will increase healthy behavior through participation in Physical Education
SCHOOL GOAL #5:
Expand PE program to promote physical activity and healthy lifestyles
Data Used to Form this Goal:
State PE test results Teacher assessment data Credit accumulation in Physical Education
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
State PE test results Teacher assessment data Credit accumulation in Physical Education

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase the options available to students for Physical education via weight room	2023-2024	Teachers Administration Counselor	Upkeep and addition to Weight Room for Physical Education Students			

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Support of Students/Families
LEA GOAL:
PACE will reach out to students and their families to promote/encourage safe, healthy lifestyles and living environments
SCHOOL GOAL #6:
Support for student families
Data Used to Form this Goal:
Work with the various organizations at the school site.
Findings from the Analysis of this Data:
Families and students have multiple outreach experiences with the resources available at PACE.
How the School will Evaluate the Progress of this Goal:
Continue offering services.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support resources Ensure support for students, families	2023-2024	All staff	Teachers will call parents/check in with student. SSA provides resources.	None Specified	None Specified	
Parent Engagement Strategies	2023-2024	PACE Staff	Parent Teacher Meetings Calls Home SSC	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	3039.00
Pregnant Teens	2023-2024	Danyel Davis				
Seity Classroom Assesments	2023-2024	Teachers				

Planned Improvements in Student Performance

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Professional Development
LEA GOAL:
Teachers will continuously be exposed to the latest research based curriculum and teaching strategies via professional development opportunities provided by SCOE.
SCHOOL GOAL #7:
Professional Development
Data Used to Form this Goal:
Administration will observe classroom lessons throughout the school year
Findings from the Analysis of this Data:
Teachers attend a county sponsored professional development workshop every two weeks.
How the School will Evaluate the Progress of this Goal:
Monitor student achievement and teacher efficacy using Edmentum and Exact Path

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development	2023-2024		Bi-Weekly Meetings with SCOE Staff	5000-5999: Services And Other Operating Expenditures None Specified	Title I Part D None Specified	

Planned Improvements in Student Performance

School Goal #8

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #8:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				None Specified		
				None Specified		
				None Specified		

Planned Improvements in Student Performance

School Goal #9

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #9:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				None Specified		0
				None Specified		0
				None Specified		0

Planned Improvements in Student Performance

School Goal #10

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #10:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Comprehensive Support and Improvement (CSI)	59,522.00
LCFF	56,886.00
Local Categorical	134,513.00
None Specified	0.00
Other	4,933.00
Title I	20,897.00
Title I Part A: Allocation	170,627.00
Title I Part A: Basic Grants Low-Income and Neglected	33,436.00
Title I Part A: Parent Involvement	3,039.00
Title I Part D	9,238.00
Title IV Part A: Student Support and Academic Enrichment	28,699.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	53,325.00
2000-2999: Classified Personnel Salaries	22,203.00
3000-3999: Employee Benefits	58,275.00
4000-4999: Books And Supplies	4,619.00
5000-5999: Services And Other Operating Expenditures	305,372.00
5700-5799: Transfers Of Direct Costs	30,658.00
7000-7439: Other Outgo	20,897.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified		0.00
5000-5999: Services And Other Operating	Comprehensive Support and Improvement	59,522.00
2000-2999: Classified Personnel Salaries	LCFF	22,203.00
5000-5999: Services And Other Operating	LCFF	4,025.00
5700-5799: Transfers Of Direct Costs	LCFF	30,658.00
5000-5999: Services And Other Operating	Local Categorical	134,513.00
None Specified	None Specified	0.00
	Other	4,933.00
5000-5999: Services And Other Operating	Other	0.00
7000-7439: Other Outgo	Title I	20,897.00
	Title I Part A: Allocation	21,508.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	53,325.00
3000-3999: Employee Benefits	Title I Part A: Allocation	58,275.00
4000-4999: Books And Supplies	Title I Part A: Allocation	2,519.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	35,000.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and	2,100.00
5000-5999: Services And Other Operating	Title I Part A: Basic Grants Low-Income and	31,336.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	3,039.00
5000-5999: Services And Other Operating	Title I Part D	9,238.00
5000-5999: Services And Other Operating	Title IV Part A: Student Support and	28,699.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	100,060.00
Goal 2	383,691.00
Goal 3	35,000.00
Goal 6	3,039.00
Goal 9	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
John Luis	X				
Danyel Davis			X		
Marlean Bravo		X			
Evie Freeman		X			
Gloria Gonzalez		X			
Tracie Martin				X	
Donna Lopez				X	
Isaiah Urbina					X
Mason Durant Chambers					X
Essyan Medler					X
Numbers of members of each category:	1	3	1	2	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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 **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

X Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

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.
6. This SPSA was adopted by the SSC at a public meeting on 5/13/2022.

Attested:

John Luis

Typed Name of School Principal

Signature of School Principal

Date

Evie Freeman

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date