

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Petersen Alternative Center for Education at John B Allard	50 10504 5030226	April 19, 2024	June 11, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Petersen Alternative Center for Education at John B Allard for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Petersen Alternative Center for Education at John B Allard for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement

This plan has been created with input from all appropriate stakeholder groups. At PACE, our community continuously engages in a collaborative process in the development of the SPSA on a yearly basis. It is essential to involve all members of our learning community to create a culture of opportunity and achievement. Our goals contained in the SPSA are directly linked to Stanislaus County Office of Education's LCAP goals. All LCAP goals contained in our SPSA directly support the ESSA requirements to close academic achievement gaps for all students. Stakeholders were involved in a collaborative process in the development of the SPSA. Stakeholders were involved in the 2024-2025 budget development process via meeting opportunities to dialogue and to solicit input. These included SSC, ELAC, and Professional Learning Team (PLT) meetings held routinely throughout the year. Our LCAP advisory and ELAC is embedded within our SSC per bylaws and election process in September, 2023 (LCAP) and October, 2023 (ELAC). We include reviews of our School Plan and diving into our site's data as a standing item at our SSC/ELAC and Site Leadership Meetings.

Educational Partner Involvement

How, when, and with whom did Petersen Alternative Center for Education at John B Allard consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

During the 2023-24 school year the School Site Council (SSC), representing teachers, students, parents, and administration continually reviewed school data and updated plans. This group oversees the SPSA for both PACE and West Campus. With a vote, this group also acts as the LCAP and ELAC advisory teams. In March, 2024 the SSC reviewed the initial draft of the SPSA and its alignment with Stanislaus County Office of Education's LCAP goals. In April, 2024 the SSC reviewed and approved the final draft.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

PACE qualifies for Comprehensive Support and Improvement (CSI) due to the graduation rate. To increase the graduation rate, the School Site Council (SSC) discussed the need for support systems in three areas: academics, parent engagement and social-emotional development.

*Students are supported in each classroom with a paraprofessional and an English Learner paraprofessional.

*Parents are invited and encouraged to join the SSC, attend Back to School Night and all student activities.

*PACE is staffed with a Mental Health Clinician that is on campus each day. The site also has a Special Education clinician to support students.

*Small classroom sizes compared to larger school classrooms.

*All Staff and all students build relationships

*Ability to meet students where they are academically.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

All PACE dashboard indicators are in the "Red". Students are provided daily instruction in English Language Arts, Math, Social Studies and Science. Between the two instructional classrooms the students are supported with an EL Tutor, a general education paraprofessional and a Special Education paraprofessional. Students are supported with one on one, group and whole class instruction. To challenge the suspension rate PACE has a Board Certified Behavior Analyst (BCBA) supporting students in the classroom. This support is designed to decrease undesired behaviors, keeping students engaged in the classroom and leading to an increase in the graduation rate. Mental health clinicians are also on site to support student success. Students have the opportunity to seek positive guidance throughout the school day with the clinicians.

PACE's student population is enrolled for an average of 53 days during the 2023-2024 school year. The dashboard graduation rate is not indicative of the school's success. The number of enrolled students fluctuates throughout the four year period that a reliable graduation number is difficult to attain. This also has a direct effect on the College/Career results. Students are not enrolled for a long enough period to complete the required capstone classes.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

All (EL, SEL, SWD) students will continue to be provided academic, behavioral and mental health support at the school site.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The students served at PACE tend to have poor attendance, behavior issues and unsuccessful academic experiences at their previous schools. However, StanStats (Local Data Collection) shows the following passage rates for all grades in the academic setting at PACE: ELA 97%, Math 84%, Science 87% and Social Studies 95%. Students are given the opportunity to show success through a variety of coursework with hands-on learning. These courses include Art, CTE Small Engines, CTE Welding, CTE Wood Shop, Career Exploration, and Digital Arts. PACE has experienced enrollment numbers increasing throughout the 2023-2024 school year, up 60% from the previous school year, while the annual attendance rate is currently at 92%.

Student suspensions continue to be an area of focus at PACE. Staff has a "Disciplinary Flow Chart" to help guide them when making decisions in regards to student behavior. Students are redirected in the classroom and have the opportunity to seek counseling outside of the classroom for minor infractions. Suspensions are used for what is considered egregious actions such as fighting, assault, possession of weapons, drug/alcohol possession and/or under the influence, bullying and harassment. An incentive ticket/raffle based behavior structure is implemented throughout the campus. Less focus is put on poor behaviors and instead directed at positive behaviors. Students are given tickets to enter the raffle when they are seen doing something positive for the school, student body or themselves. Prizes are raffled off weekly while larger prizes, monthly. PACE has seen a decrease in negative classroom and outside behaviors once teachers and staff fully implemented the strategy.

Students receive mental health counseling. Assistance is provided to them on a formal routine based timeline, as well as a less formal "check in" basis. Counselors are in classrooms encouraging and guiding students to build social skills through discussion and scenario role play. Relationships are built and the overall climate has become one of positivity.

During the 2023-2024 school year, art students at PACE anonymously filled out a card with their mood before and after what they created based on a scale of 1-6. In a 12 week period, PACE students recorded an increase of 10% in positive feelings.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Petersen Alternative Center for Education at John B Allard. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	%	1.2%	1	0	1
African American	9.1%	5.50%	4.82%	13	6	4
Asian	2.1%	0.92%	1.2%	3	1	1
Filipino	%	%	0%		0	0
Hispanic/Latino	64.3%	62.39%	72.29%	92	68	60
Pacific Islander	%	0.92%	0%		1	0
White	18.2%	21.10%	15.66%	26	23	13
Multiple/No Response	3.5%	6.42%	3.61%	5	7	3
Total Enrollment				143	109	83

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten		1	
Grade 1		1	
Grade 5			1
Grade 6		1	2
Grade 7	1	1	
Grade 8	5	3	5
Grade 9	11	7	12
Grade 10	26	13	10
Grade 11	35	29	18
Grade 12	65	53	35
Total Enrollment	143	109	83

Conclusions based on this data:

1. Enrollment decreased from '20-'21 school year to '22-'23 school year.

2. Majority of the student body is Hispanic / Latino.
3. Enrollment numbers have increased from 117 students in '22-'23 SY to 190 students in '23-'24 SY (60%).

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	17	15	11	11.9%	13.8%	13.2%
Fluent English Proficient (FEP)	24	20	12	16.8%	18.3%	14.5%
Reclassified Fluent English Proficient (RFEP)	23	19	12	16.1%	17.4%	14.5%

Conclusions based on this data:

1. ELPAC will continue to be given to all qualified students.
2. The school will analyze student results on an individual basis.
3. Students will continue to be given appropriate curriculum and the necessary supports in order to move toward reclassification.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 5			*			0			0			0.0
Grade 6		*	*		*	*		*	*			
Grade 7	*	6	7	0	*	4	0	*	4			57.1
Grade 8	7	13	20	4	5	10	4	5	10	57.1	38.5	50.0
Grade 11	43	32	21	5	13	5	5	11	5	11.6	40.6	23.8
All Grades	51	53	50	9	21	20	9	19	20	17.6	39.6	40.0

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 Met			% 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	0.00	*	5.26	5.00	*	15.79	10.00	*	78.95	85.00

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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	*	*	*	*	*	*	*	*	*

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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	*	*	*	*	*	*	*	*	*

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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	*	*	*	*	*	*	*	*	*

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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	*	*	*	*	*	*	*	*	*

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Conclusions based on this data:

1. Participation rate must increase. The school will incentivize students for their participation with the CAASPP.
2. Teachers will continue to use Exact Path and local assessments for a more accurate picture of what students are learning.
3. Teachers will use local data (StanStats) to direct their lessons to meet students where they are academically.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 5			*			*			*			
Grade 6		*	*		*	*		*	*			
Grade 7	*	6	7	0	*	*	0	*	*			
Grade 8	7	13	20	4	6	9	4	6	9	57.1	46.2	45.0
Grade 11	43	33	21	4	12	*	4	11	*	9.3	36.4	
All Grades	51	54	50	8	21	16	8	20	16	15.7	38.9	32.0

* 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 Met			% 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 5			*			*			*			*			*
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	*	0.00	0.00	*	5.00	6.25	*	95.00	93.75

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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 5			*			*			*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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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 5			*			*			*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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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 5			*			*			*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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Conclusions based on this data:

1. Participation rate must increase. The school will incentivize students for their participation with the CAASPP.
2. Teachers will continue to use Exact Path and local assessments for a more accurate picture of what students are learning.

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3. Teachers will use local data (StanStats) to direct their lessons to meet students where they are academically.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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
8		*	*		*	*		*	*	0	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										6	7	10

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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
8		*	*		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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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
8		*	*		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
8		*	*		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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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	
8		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	

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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
8		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
8		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
8		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The site will identify EL students and give them the necessary support and resources to move toward reclassification.
2. ELPAC will continue to be given to all qualified students.
3. The school will analyze student results on an individual basis.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
83	94%	13.3%	1.2%
Total Number of Students enrolled in Petersen Alternative Center for Education at John B Allard.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	11	13.3%
Foster Youth	1	1.2%
Homeless	6	7.2
Socioeconomically Disadvantaged	78	94%
Students with Disabilities	13	15.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	4.8
American Indian	1	1.2
Asian	1	1.2
Hispanic	60	72.3
Two or More Races	3	3.6
White	13	15.7

Conclusions based on this data:

1. The majority of our student population is classified as socioeconomically disadvantaged. In order to promote student success, sufficient resources and supports need to be in place for this group and all students.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	Graduation Rate Red	Suspension Rate Red
Mathematics Red		
College/Career Very Low		

Conclusions based on this data:

1. Students are performing at a low rate in regards to California’s expectations and implemented formulas. While state testing has its value, PACE will continue to assess using classroom benchmarks and localized data (StanStats) to guide instruction, high interest career exploration, improved behavior and tracking seniors/graduates.

School and Student Performance Data

Academic Performance English Language Arts

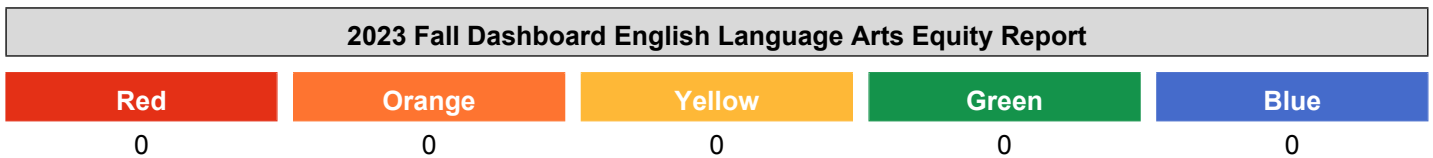
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Red 302.2 points below standard Decreased Significantly -29.6 points 34 Students	English Learners Less than 11 Students 7 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged 298.9 points below standard Decreased Significantly -24.2 points 29 Students	Students with Disabilities Less than 11 Students 6 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
322.1 points below standard Decreased Significantly - 21.1 points 20 Students	Less than 11 Students 2 Students	Less than 11 Students 0 Students	Less than 11 Students 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 6 Students	Less than 11 Students 1 Student	291.6 points below standard Decreased Significantly -36.5 points 20 Students

Conclusions based on this data:

- Students are performing at a low rate in regards to California's expectations. While state testing has its value, PACE will continue to assess using classroom benchmarks and localized data (StanStats) to guide instruction and high interest career exploration.
- EL students will continue to be supported with the appropriate curriculum and necessary supports in place.

School and Student Performance Data

Academic Performance Mathematics

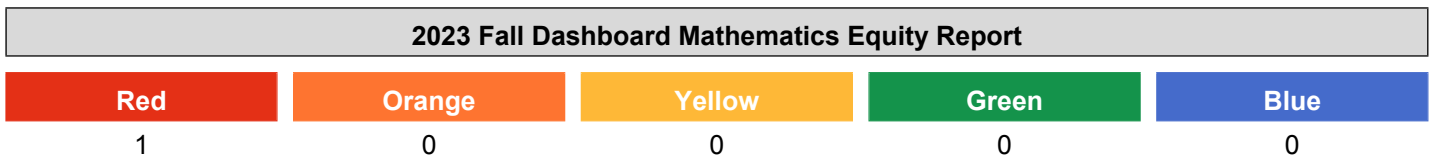
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Red 335.7 points below standard Decreased Significantly -27.8 points 35 Students	English Learners Less than 11 Students 7 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Red 333.6 points below standard Decreased Significantly -25.9 points 30 Students	Students with Disabilities Less than 11 Students 6 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
343.8 points below standard Decreased Significantly -18 points 21 Students	Less than 11 Students 2 Students	Less than 11 Students 0 Students	Less than 11 Students 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 6 Students	Less than 11 Students 1 Student	331.7 points below standard Decreased Significantly -32 points 21 Students

Conclusions based on this data:

1. Students are performing at a low rate in regards to California's expectations. While state testing has its value, PACE will continue to assess using classroom benchmarks and localized data (StanStats) to guide instruction and high interest career exploration.
2. Students will continue to be supported academically in and outside of the classroom. There is a teacher and paraprofessional in each classroom.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 5 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. EL numbers are small. However, these students will continue to be supported in their academics and path for reclassification through the appropriate curriculum and assessment.

School and Student Performance Data

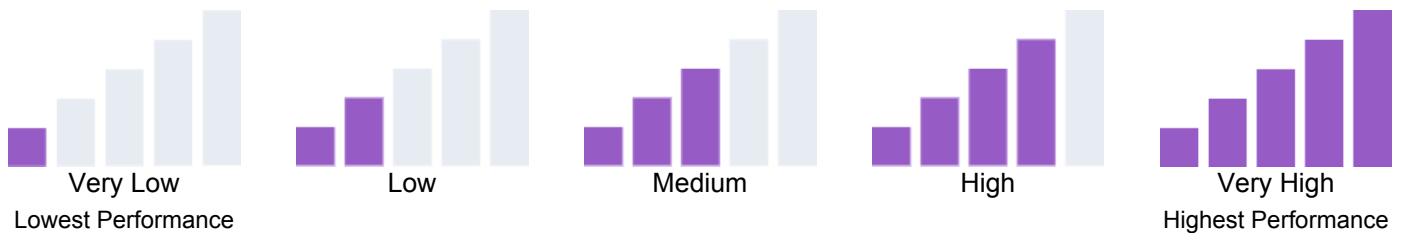
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

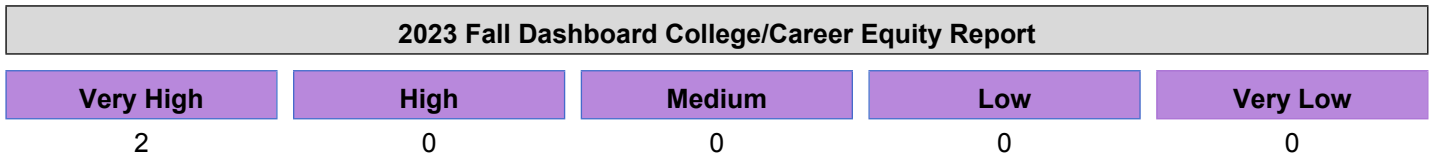
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

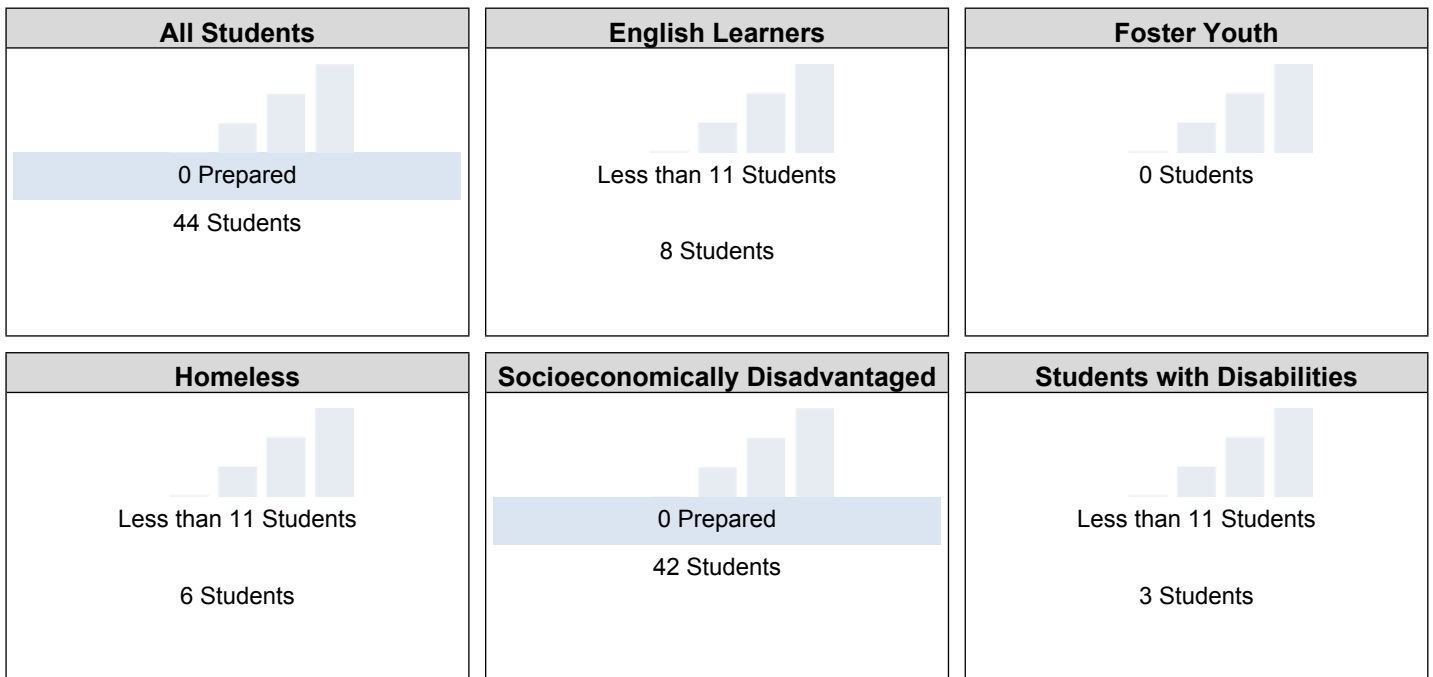


This section provides number of student groups in each level.

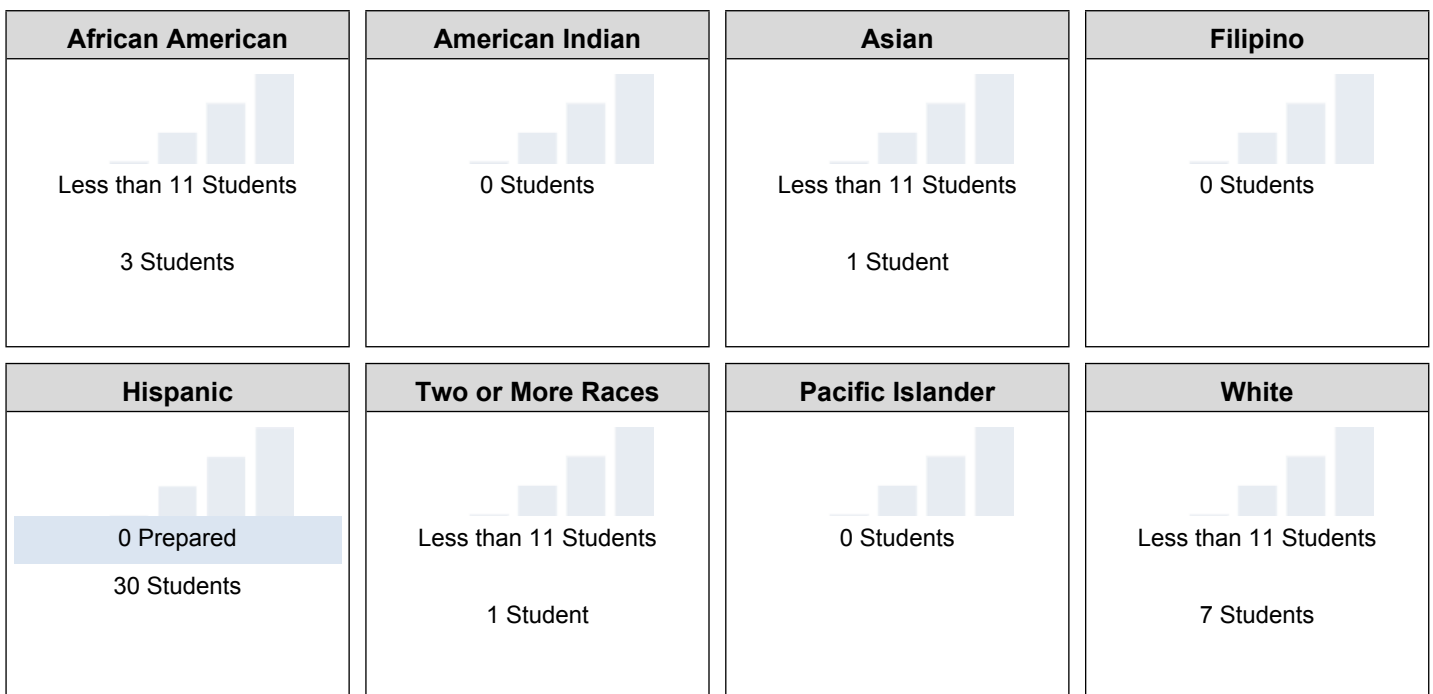


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. Students are performing at a low rate in regards to California's expectations. While state testing has its value, PACE will continue to assess using classroom benchmarks and localized data to guide instruction and high interest career exploration.
2. PACE will continue to have a transient population. All students (EL, SED, SWD) will have access and opportunity to enroll in CTE and job skill related coursework.
3. Students are not enrolled for a long enough period to complete the required capstone classes.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.


Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
59.4% Chronically Absent	Less than 11 Students	 No Performance Color
Increased 1.5	3 Students	0 Students
32 Students		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	59.3% Chronically Absent	Less than 11 Students
1 Student	Declined -1.9	9 Students
	27 Students	

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
66.7% Chronically Absent 0 15 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 8 Students

Conclusions based on this data:

1. Absenteeism is a problem throughout our schools. Localized data (StanStats) shows students are attending school at a greater rate on average than their previous schools (92% during the 2023-2024 school year).
2. The site will continue to reach out to families with resources and assistance from our SRO.
3. The site will use SARB's resources.

School and Student Performance Data

Academic Engagement Graduation Rate

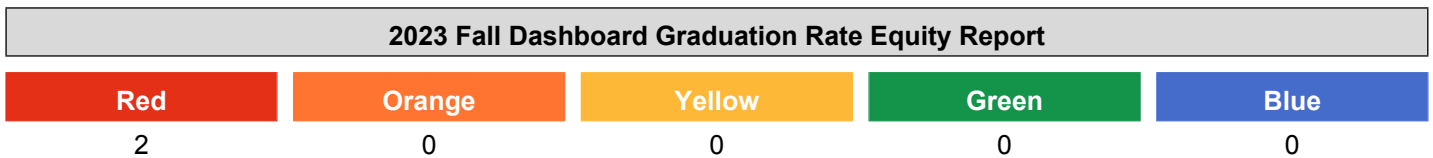
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Red 10.9% graduated Decreased Significantly -29.5 46 Students	English Learners Less than 11 Students 8 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged  Red 11.4% graduated Decreased Significantly -27.9 44 Students	Students with Disabilities Less than 11 Students 3 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">3 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Red</p> <p align="center">12.5% graduated</p> <p align="center">Decreased Significantly -27</p> <p align="center">32 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">7 Students</p>

Conclusions based on this data:

1. Many students enroll at PACE in their Junior/Senior year with only Freshman credits.
2. The site will continue to encourage each student to complete credits and guide them to our adult program if necessary.

School and Student Performance Data

Conditions & Climate Suspension Rate

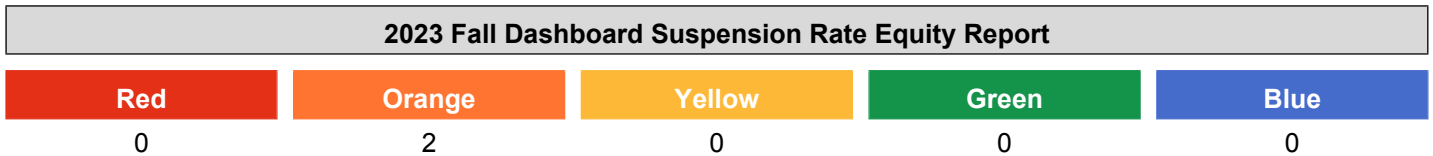
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 5.4% suspended at least one day Increased Significantly 4.8 168 Students	10.3% suspended at least one day Increased 10.3 29 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day 13 Students	 Orange 5.4% suspended at least one day Increased 4.7 149 Students	17.2% suspended at least one day Increased 17.2 29 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 12 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"></p> <p>No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p>Orange</p> <p>5.3% suspended at least one day</p> <p>Increased 4.4 114 Students</p>	<p>Less than 11 Students 10 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>3.7% suspended at least one day</p> <p>Increased 3.7 27 Students</p>

Conclusions based on this data:

1. Enrollment and attendance has increased. With the increase in numbers on campus of expelled youth, behaviors have increased.
2. StanStats shows suspensions have been used only in cases of controlled substance, physical/verbal assault, weapons, sexual harassment, and intimidation/bullying.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Achievement in English Language Arts and Mathematics

School staff will work to increase the academic achievement of all students (including EL, SED, SWD) in English Language Arts and Mathematics implementing Edmentum online curriculum while utilizing paraprofessionals and classroom supports.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Ensure pupil outcomes reflect access, equity and achievement leading to completion of a high school diploma.
Goal 4: Improve the performance of identified, low performing student groups.

Identified Need

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

Student ELA data declined 29.6 points and mathematics scores declined 27.8 points on the California School Dashboard. However, StanStats shows students are passing classes and accruing credits at a reasonable rate. PACE is utilizing a general education paraprofessional and an English Language Tutor in the classroom to support the focus in these academic areas.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA and Math performance	2023-2024 Data: All students are at 298.9 points below standard	Site will see an increase of 20 points.
EL students reclassification	2023-2024 Data: 1 student reclassification to Fluent Proficient (RFEP)	EL students will move toward RFEP status.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Implement Edmentum and Subject.com in the classroom.	All Students (including EL, SED, SWD)	
1.3	Create small group learning opportunities in the classroom using the paraprofessional and EL tutor. Groups will follow Edmentum and Subject.com	All Students (including EL, SED, SWD)	

focusing on ELA and math lessons while paras support students with learning strategies.		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Teachers used Edmentum as their main curriculum tool. Teacher and paraprofessionals were present in the classroom and offered help by walking through the classroom and spot checking student work. This strategy lacked student engagement and lead to undesirable test scores and student behaviors.

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

There are no major differences between implementation and budgeted expenditures. Strategies are teacher/paraprofessional driven to strengthen student skills and results.

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

The strategies will change to include Universal Design Learning strategies that help create an environment suited to meet students emotionally and academically. Teachers will also have access to Subject.com that provides video lessons for students. Teachers and paraprofessionals will have the freedom to offer different strategies to best meet the student's needs (independent learning, small group). These changes are found in Goal 1 Strategies/Activities.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Creative, Positive, and Safe School Climate

Continue to maintain an environment that values student academic engagement, as well as nurturing potential leadership from the student body. Participate in recognizing while continuing to encourage positive student behavior on the PACE campus.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Ensure equitable and conditions of learning through family engagement and positive school climate within learning environments in good repair.

Goal 3: Increase student engagement for all students by ensuring meaningful connections both inside and outside of the classroom.

Identified Need

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

PACE will be implementing a full-time Behavioral Analyst in the classrooms. The goal is to decrease the amount of class disruptions, students leaving the classroom without permission, and suspensions. This will allow staff and students to increase focus on academics, SEL Art and opportunities to build hands-on skills via CTE classes.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Incentive based behavior strategies	2023-2024: 35 Total Suspension Days	A 10% decrease in numbers of suspensions.
SEL Art classes	Mood data in a 12 week time frame showed a 10% increase in student well-being.	Positive growth throughout the school year to show a 15% increase in student well-being.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Consult with PBIS trainer to discuss any resources and strategies to work on the school site.	All Students (EL, SED, SWD)	2,100 Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures PBIS Trainer

2.2	Student Support Advocate to offer resources for students and families.	All Students (EL, SED, SWD)	23,866 LCFF 2000-2999: Classified Personnel Salaries Classified Staff 23,866 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 5,303.64 Other 2000-2999: Classified Personnel Salaries 15,535 Title I Part A: Allocation 3000-3999: Employee Benefits Fringe Benefits 15,535 LCFF 3000-3999: Employee Benefits 4,076 Other 3000-3999: Employee Benefits
2.3	Nurse to assess and ensure student health and wellness.	All Students (EL, SED, SWD)	23,738 LCFF 5700-5799: Transfers Of Direct Costs Classified Staff
2.4	Sheriff Officer (SRO) to provide student and staff safety while maintaining a safe environment.	All Students (EL, SED, SWD)	60,996 Local Categorical 5000-5999: Services And Other Operating Expenditures Contract with the County 23,891 Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures
2.7	Students will have multiple opportunities to participate in art lessons/artmaking. Lessons will reach across the spectrum in regards to mediums and styles.	All Students (EL, SED, SWD)	2,519 Title I Part A: Allocation 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Students are given the opportunity to self-regulate their behavior by excusing themselves from class for 5-10 minutes. The '23-'24 school year experienced students walking out of class without notice or reason. These students were directed back to class. This caused a disruption in class and set up a possible confrontation with the school expectation and the student's wishes. Staff will continue to discuss what is needed to assist our students regulating their behavior without allowing the student to dictate the consequences and be out of class.

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

There are no major differences between implementation and expenditures.

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

Staff will be aware of students needing to take timeouts as opposed to students not wanting to be in the classroom in order to be off task. Staff will continue meeting with the BCBA to implement classroom behavior strategies. The site will continue to have SEL Art classes focused on self-expression and mental health. Staff will discuss and modify expectations to meet student needs. Changes can be found in Goal 2 in the suspension data.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Technology and Career Information Integration

Students will have the opportunity to take part in the exploration of a variety of career paths available throughout the area. Students will take away knowledge and working skills of technology and job/career requirements.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Increase student engagement for all students by ensuring meaningful connections both inside and outside of the classroom.

Goal 4: Improve the performance of identified, low performing student groups.

Goal 5: Maintain county-wide coordination of services for the educational needs of foster youth. Maintain a countywide collaborative process for developing and revising the Countywide Plan for Expelled Youth and continue to operate programs to meet this need.

Identified Need

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

According to the California School Dashboard, College and Career levels are at "Very Low". PACE will continue to offer CTE coursework in Floriculture, Small Engines, Digital Arts and Career Exploration. The Career Navigator will continue to provide opportunities for all students in a variety of job and career related fields. Weekly resume and career interest workshops will be conducted throughout the school year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Career Exploration	Students currently receiving one class period / week of career skills. Receiving introductory career interest instruction.	Students will have 2 periods / week and will build a personal file/portfolio for job and career interests and skills.
PACE will develop a floriculture team for the Occupational Olympics.	Students are currently enrolled in 2 periods / week of floral design.	Students will be enrolled in 3 periods/week. Team is built and competes with local high schools during the Occupational Olympics.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

3.2	Career Navigator: Teach classes in resume development and soft skills Seek out job opportunities and present them to students Using student interest data to collect high interest areas of employment Preparation and awareness of opportunities for jobs and career fields	All Students (including EL, SED, SWD)	48,912 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Job Exploration Career Inspiration Center Student Transportation to Events
3.3	Students will participate in CTE Floral class and have the opportunity to be a part of the Floral Team that enters the Stanislaus County Occupational Olympics.	All Students (including EL, SED, SWD)	
3.4	Students will have the opportunity to enroll in CTE classes at both the PACE and Teel campus. Classes include small engines, floral, welding and wood shop.	All Students (including EL, SED, SWD)	
3.5	Career and Education Technology Coach: Students will be enrolled into Digital Arts. Introduce, build and strengthen student tech skills through direct instruction while monitoring and assessing progress. This coach and teachers will be teaching out of the Career Exploration Totes practicing skills outside the academic subject area.	All Students (including EL, SED, SWD)	18,733 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 4,266 Title I Part A: Allocation 3000-3999: Employee Benefits Fringe benefits

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Students were given the opportunity to participate in career exploration lessons and job skill development. Career exploration is designed to be woven into the classroom curriculum two times per week and serve as enrichment while providing more value to our students learning experience. Staff was not consistent with this plan. The site's Career Navigator presented job skills presentations and documentation in Dream Catcher once per week in an attempt to gain interest with students and the job market. Students enrolled in CTE courses. CTE Floral was not available until November, 2023. Many students did not show interest. The class was available during the school day's rotation of electives to introduce and gauge student interest. The class will be available and part of the 2024-2025 class schedule.

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

There are no major differences between implementation and expenditures.

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

The site will be increasing career exploration lessons to two times per week while building a job skill portfolio. Lessons have a broad scope of career information and skill building. Staff will monitor student strengths and weaknesses while taking note of high interest and demand of jobs and career paths. Students will continue to enroll in CTE courses while the Floral class will be part of the daily class schedule and will develop a team for the Stanislaus County Occupational Olympics. These changes can be found in Goal 3

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mental Health Education

Students will have the opportunity to improve their overall well-being through psychoeducation, groups and individual clinical support.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Increase student engagement for all students by ensuring meaningful connections both inside and outside of the classroom.

Identified Need

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

All measured data points at PACE are in red. To address these areas students will be given the knowledge and tools to increase their mental health. Students will have opportunities to learn a variety of mental health strategies throughout the week. It is believed the site will begin to see an increase in student achievement while students take part in addressing their physical and mental health.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Social / Emotional evidence based practice	No data available during 2023-2024 school year	Improved social and emotional coping skills and relationships. Decreased aggression. Decrease in daily behaviors. Decrease in suspensions.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Mental Health Clinician will provide support in and outside of the classroom with a focus on behavior regulation, decision making and overall well-being.	All Students (EL, SED, SWD)	18,917 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries 9,409 Comprehensive Support and Improvement (CSI)

			3000-3999: Employee Benefits Fringe Benefits
4.2	BCBA will provide students the opportunity to correct any undesirable behaviors while discussing alternatives to such behaviors.	All Students (EL, SED, SWD)	27,819 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries 13,507 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Fringe Benefits
4.3	Mental Health Clinician will conduct daily 30 minute classroom sessions revolving around student mental health and decision making.	All Students (EL, SED, SWD)	
4.4	Implementation of a tiered model to prevent and address problem behaviors, such as the PACE Discipline Flow Chart and PBIS strategies.	All Students (EL, SED, SWD)	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The school site saw many students in crisis during the 2023-2024 school year. Students were given the opportunity to excuse themselves from the classroom when the mental health clinician was able to see them. While these sessions were often effective in deescalating behaviors, students still needed a place they could sit until they felt they could go back to class.

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

There are no major differences between implementation and expenditures.

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

There will be a Mental Health Center available for students. Students can use the center to regulate their behavior and return to the classroom. The clinician will conduct 30 minute lessons weekly focusing on student social and emotional health. The clinician and the BCBA will be available to students and staff to assist in behavior management and strategies. These changes will be found in the suspension data in Goal 2 and Goal 4.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$342,988.64
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$69,652.00
Title I Part A: Allocation	\$113,831.00
Title I Part A: Basic Grants Low-Income and Neglected	\$2,100.00
Title IV Part A: Student Support and Academic Enrichment	\$23,891.00

Subtotal of additional federal funds included for this school: \$209,474.00

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

State or Local Programs	Allocation (\$)
LCFF	\$63,139.00
Local Categorical	\$60,996.00
Other	\$9,379.64

Subtotal of state or local funds included for this school: \$133,514.64

Total of federal, state, and/or local funds for this school: \$342,988.64

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	69,652.00
LCFF	63,139.00
Local Categorical	60,996.00
Other	9,379.64
Title I Part A: Allocation	113,831.00
Title I Part A: Basic Grants Low-Income and Neglected	2,100.00
Title IV Part A: Student Support and Academic Enrichment	23,891.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	18,733.00
2000-2999: Classified Personnel Salaries	99,771.64
3000-3999: Employee Benefits	62,328.00
4000-4999: Books And Supplies	2,519.00
5000-5999: Services And Other Operating Expenditures	135,899.00
5700-5799: Transfers Of Direct Costs	23,738.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	46,736.00
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	22,916.00
2000-2999: Classified Personnel Salaries	LCFF	23,866.00
3000-3999: Employee Benefits	LCFF	15,535.00

5700-5799: Transfers Of Direct Costs	LCFF	23,738.00
5000-5999: Services And Other Operating Expenditures	Local Categorical	60,996.00
2000-2999: Classified Personnel Salaries	Other	5,303.64
3000-3999: Employee Benefits	Other	4,076.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	18,733.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	23,866.00
3000-3999: Employee Benefits	Title I Part A: Allocation	19,801.00
4000-4999: Books And Supplies	Title I Part A: Allocation	2,519.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	48,912.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	2,100.00
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	23,891.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	201,425.64
Goal 3	71,911.00
Goal 4	69,652.00

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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
John Luis	Principal
Danyel Jacobo	Other School Staff
Marlean Bravo	Classroom Teacher
Evie Freeman	Classroom Teacher
Gloria Gonzalez	Classroom Teacher
Tracie Martin	Parent or Community Member
Gloria Key	Parent or Community Member
Giovanni Villasenor	Secondary Student
Jaden Camarillo - Long	Secondary Student
Bobby Durling	Secondary Student

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 expenditures to the district governing board for approval and assures the board of the following:

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Departmental Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/13/2023.

Attested:

Principal, John Luis on

SSC Chairperson, Gloria Gonzalez on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023