

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 11, 2025	June 10, 2025

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:

<p>Schoolwide Program Comprehensive Support and Improvement</p>

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 2025-2026 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 on August 30, 2024.. 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 2024-2025 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, 2025 the SSC reviewed the initial draft of the SPSA and its alignment with Stanislaus County Office of Education's LCAP goals. In April, 2025 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.

- *EL students not meeting standards. 15.2% of EL is making progress and 16.1% Long-term EL is making progress.
- *Lack of parent involvement in the schools.
- *Students and parents not using mental health resources provided by schools.
- *Students are overwhelmed by the size of neighborhood school and number of students in the classroom.
- *Students have a lack of connection to their neighborhood school.
- *Students are lacking in age appropriate academic skills. All student groups are not meeting suitable levels.
- *Students experience enrollment instability.

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.

PACE's overall performance indicators on the California Dashboard saw an increase in English Language Arts, Mathematics, and College/Career. Students are provided daily instruction in English Language Arts, Math, Social Studies and Science. Between the three 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. PACE utilizes a fulltime 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 can seek positive guidance throughout the school day with the clinicians.

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 regard to student behavior. Students are redirected in the classroom and can seek guidance from the BCBA or the Mental Health Clinicians 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. Less focus is put on poor behaviors and instead directed at positive behaviors. PACE has seen a decrease in negative classroom and outside behaviors once teachers and staff fully implemented the resources, resulting in a decrease in suspensions.

Along with the behavior support staff, students have the opportunity to earn time in the Mental Health Center (MHC). At the start of the school year students were encouraged to complete ten minutes of work for time in the MHC. Staff has been slowly raising the required time on task during the school year and we currently have students completing at least 25 minutes of classroom work for 10-15 minutes in the MHC.

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 86%, Math 88%, Science 67% and Social Studies 83%. 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 consistent enrollment numbers throughout the 2024-2025 school year with an attendance rate currently at 95%.

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.

The root causes of the majority of our student's lack of academic success can be attributed to language barriers, high mobility and a historically lack of familial support regarding education.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	1.2%	%	%	1		
African American	4.82%	4.27%	%	4	5	
Asian	1.2%	0.85%	%	1	1	
Filipino	0%	%	%	0		
Hispanic/Latino	72.29%	74.36%	%	60	87	
Pacific Islander	0%	0.85%	%	0	1	
White	15.66%	17.95%	%	13	21	
Two or More Races	3.61%	0.85%	%	3	1	
Not Reported	1.2%	0.85%	%	1		
Total Enrollment				83	117	

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 5	1		
Grade 6	2	1	
Grade 7		4	
Grade 8	5	13	
Grade 9	12	8	
Grade 10	10	20	
Grade 11	18	29	
Grade 12	35	42	
Total Enrollment	83	117	

Conclusions based on this data:

1. Enrollment decreased from '20-'21 school year to '22-'23 school year and increased during the '23-'24 school year.
2. Hispanic / Latino enrollment has steadily increased

3. Students are enrolling during the grade 10 school year

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	11	25		13.2%	21.4%	
Fluent English Proficient (FEP)	12	25		14.5%	21.4%	
Reclassified Fluent English Proficient (RFEP)	12			14.5%		

Conclusions based on this data:

1. EL and FEP has increased dramatically
2. RFEP numbers have decreased over time
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5		*			0			0			0.0	
Grade 6	*	*	*	*	*	*	*	*	*			
Grade 7	6	7	19	*	4	8	*	4	8		57.1	42.1
Grade 8	13	20	41	5	10	17	5	10	17	38.5	50.0	41.5
Grade 11	32	21	38	13	5	17	11	5	17	40.6	23.8	44.7
All Grades	53	50	101	21	20	43	19	20	43	39.6	40.0	42.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	2351.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0
Grade 11	2472.	*	2434.	0.00	*	0.00	9.09	*	0.00	27.27	*	17.65	63.64	*	82.35
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	5.26	5.00	0.00	15.79	10.00	6.98	78.95	85.00	93.02

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	25.58	*	*	74.42

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	2.38	*	*	97.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	2.33	*	*	46.51	*	*	51.16

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	41.86	*	*	58.14

Conclusions based on this data:

1. Participation rate increased.
2. Overall achievement is low. Local data shows students are mastering subject matter via online curriculum and hands on coursework.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5		*			*			*				
Grade 6	*	*	*	*	*	*	*	*	*			
Grade 7	6	7	18	*	*	8	*	*	8			44.4
Grade 8	13	20	40	6	9	18	6	9	18	46.2	45.0	45
Grade 11	33	21	38	12	*	17	11	*	17	36.4		44.7
All Grades	54	50	99	21	16	44	20	16	44	38.9	32.0	44.4

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5		*			*			*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	2365.	*	*	0.00	*	*	0.00	*	*	5.56	*	*	94.44
Grade 11	2398.	*	2392.	0.00	*	0.00	0.00	*	0.00	0.00	*	0.00	100.0	*	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	5.00	6.25	2.27	95.00	93.75	97.73

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	2.27	*	*	0.00	*	*	97.73

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	27.27	*	*	72.73

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	36.36	*	*	63.64

Conclusions based on this data:

1. Participation rate increased.
2. Overall achievement is low. Local data shows students are mastering subject matter via online curriculum and hands on coursework.
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/ela/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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*	*	*	*	*	*	*	*	*	*	6
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	7
12	*	*	*	*	*	*	*	*	*	*	*	6
All Grades												7 10 29

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9		*	*		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	3.45	*	*	17.24	*	*	20.69	*	*	58.62	*	*	29

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9		*	*		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	6.90	*	*	17.24	*	*	34.48	*	*	41.38	*	*	29

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9		*	*		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	10.34	*	*	27.59	*	*	62.07	*	*	29

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*	*	*	*	*	*	*	*	*	*	*
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	51.72	*	*	48.28	*	*	29

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*	*	*	*	*	*	*	*	*	*	*
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	24.14	*	*	37.93	*	*	37.93	*	*	29

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*	*	*	*	*	*	*	*	*	*	*
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	3.45	*	*	24.14	*	*	72.41	*	*	29

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*	*	*	*	*	*	*	*	*	*	*
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	72.41	*	*	27.59	*	*	29

Conclusions based on this data:

1. Increase of students tested
2. Majority of students tested are Level 1
3. The school will continue to analyze student results on an individual basis.

School and Student Performance Data

Student Population

The 2024 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.

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

2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
117	88%	21.4%	1.7%

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.

2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	25	21.4%
Foster Youth	2	1.7%
Homeless	8	6.8%
Socioeconomically Disadvantaged	103	88%
Students with Disabilities	25	21.4%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	5	4.3%
American Indian	0	0.0%
Asian	1	0.9%
Filipino	0	0.0%
Hispanic	87	74.4%
Two or More Races	1	0.9%
Pacific Islander	1	0.9%
White	21	17.9%

Conclusions based on this data:

- 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.

2. Majority of student population is Hispanic

School and Student Performance Data

Overall Performance

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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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Graduation Rate



Red

Conditions & Climate

Suspension Rate



Red

Mathematics



Orange

Chronic Absenteeism



Red

English Learner Progress



No Performance Color

College/Career



Orange

Conclusions based on this data:

1. ELA increased to reach Orange on the Academic Performance measure
2. Math increased to reach Orange on the Academic Performance
3. Local data shows students at PACE are showing subject mastery in the coursework.

School and Student Performance Data

Academic Performance English Language Arts

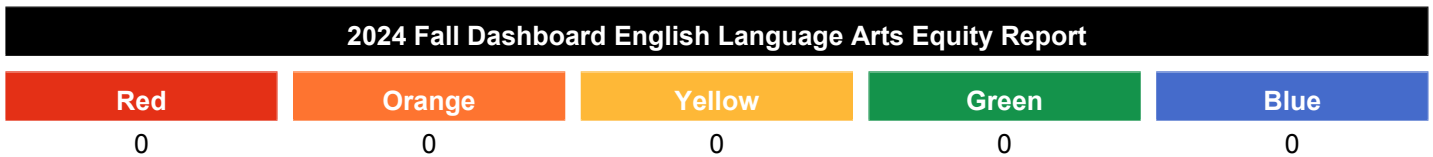
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>291.4 points below standard</p> <p>Increased 10.8 points</p> <p>69 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>296.1 points below standard</p> <p>18 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>307.7 points below standard</p> <p>15 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>291.6 points below standard</p> <p>Increased 7.3 points</p> <p>64 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>8 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>No Performance Color 295.7 points below standard Increased 26.4 points</p> <p>50 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color 278.4 points below standard</p> <p>14 Students</p>

Conclusions based on this data:

1. Students are performing at a low rate in regards to California's expectations.
2. 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. Local data provides evidence of students showing mastery

School and Student Performance Data

Academic Performance Mathematics

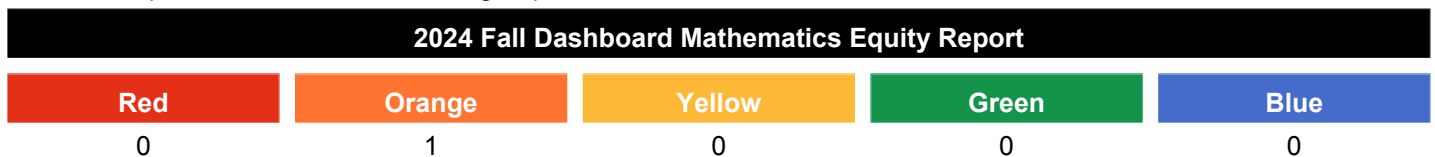
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>320.9 points below standard</p> <p>Increased 14.8 points</p> <p>66 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>323.4 points below standard</p> <p>17 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>331.1 points below standard</p> <p>14 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>320.9 points below standard</p> <p>Increased 12.8 points</p> <p>61 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>8 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>No Performance Color 326.9 points below standard Increased 16.9 points</p> <p>48 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color 300.8 points below standard</p> <p>14 Students</p>

Conclusions based on this data:

1. Student scores increased and moved into the Orange level.
2. 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. Local data provides evidence of students showing mastery

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 15.2% making progress. Number Students: 33 Students	Long-Term English Learner Progress  No Performance Color 16.1% making progress. Number Students: 31 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 33.3%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 15.2%	Maintained ELPI Level 4 3%	Progressed At Least One ELPI Level 12.1%

Conclusions based on this data:

1. PACE will continue to focus on skills needed for our students to be reclassified.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 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.

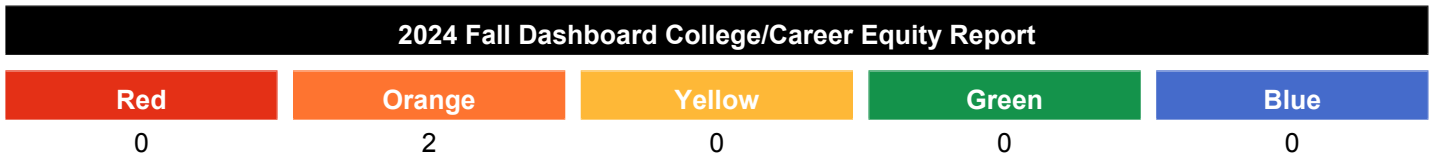
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.2 Prepared</p> <p>Increased 2.2</p> <p>46 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>9 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>9 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.3 Prepared</p> <p>Increased 2.3</p> <p>44 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students 0</p> <p>9 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students 0</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students 0</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>2.9 Prepared</p> <p>Increased 2.9</p> <p>34 Students</p>
<p>Two or More Races</p>  <p>No Performance Color 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students 0</p> <p>9 Students</p>

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. PACE is in discussion of students continuing with CTE programs for two years or longer.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Red 73% Chronically Absent Increased 13.6 63 Students	<p>English Learners</p>  No Performance Color 72.2% Chronically Absent 0 18 Students	<p>Long-Term English Learners</p>  No Performance Color 76.5% Chronically Absent 0 17 Students
<p>Foster Youth</p>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<p>Homeless</p>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<p>Socioeconomically Disadvantaged</p>  No Performance Color 75.4% Chronically Absent Increased 16.2 57 Students

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>No Performance Color 76.1% Chronically Absent Increased 9.4 46 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p>White</p>  <p>No Performance Color 61.5% Chronically Absent 0 13 Students</p>

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 95% during the 2024-2025 school year.
2. The site will continue to reach out to families with resources and assistance from our School Resource Officer and Student Support Advocates.
3. The site will use SARB's resources.

School and Student Performance Data

Academic Engagement Graduation Rate

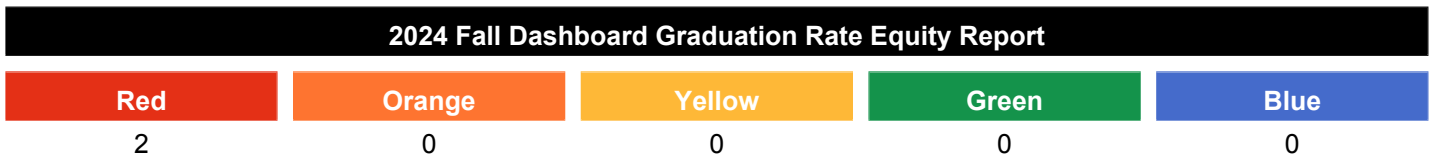
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>41.5% graduated</p> <p>Increased 30.6%</p> <p>53 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>43.1% graduated</p> <p>Increased 31.8%</p> <p>51 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>Red 43.6% graduated Increased 31.1% 39 Students</p>
<p>Two or More Races</p>  <p>No Performance Color 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students</p>

Conclusions based on this data:

1. While the graduation rate is low on the dashboard, local data shows our students completing credits and graduating with their class at a higher rate than what the state sets as their measure.
2. The site will continue to encourage each student to complete credits and guide them to our adult program if necessary.
3. Many students enroll at PACE in their Junior/Senior year with only Freshman credits.

School and Student Performance Data

Conditions & Climate Suspension Rate

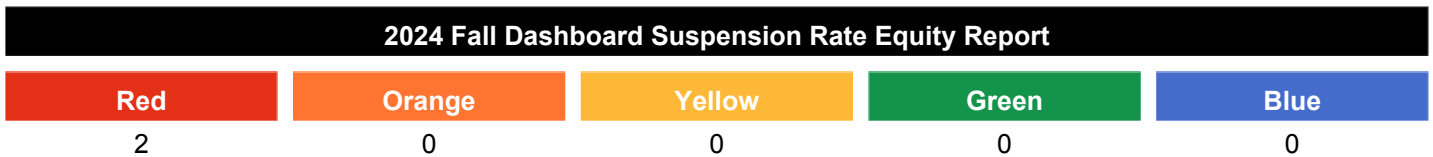
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>9% suspended at least one day</p> <p>Increased 3.6%</p> <p>300 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>8.3% suspended at least one day</p> <p>Declined 2%</p> <p>72 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>9.1% suspended at least one day</p> <p>Declined 2%</p> <p>66 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>15 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>9.7% suspended at least one day</p> <p>Increased 4.3%</p> <p>268 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>12.9% suspended at least one day</p> <p>Declined 4.3%</p> <p>62 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>5.3% suspended at least one day</p> <p>Increased 5.3%</p> <p>19 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p> <p> Red</p> <p>9.9% suspended at least one day</p> <p>Increased 4.6%</p> <p>223 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p> <p> No Performance Color</p> <p>4.5% suspended at least one day</p> <p>Increased 0.8%</p> <p>44 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.
3. Suspension is used as a last resort solution. Student and family meet with staff team once the suspension is over and student is back on campus.

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
Math Performance	2024-2025 Data: Scores increased 14.8%	Site will see an increase of 20 points.
ELA Performance	2024-2025 Data: Scores increased 10.8%	Site will see an increase of 20 points.
EL students reclassification	2024-2025 Data: No students were reclassified to Fluent Proficient (RFEP)	EL students will move toward RFEP status and RFEP status will increase 20%
Teachers will have a lesson plan, learning goals and a variety of student response options	2024-2025 Data: Teachers do not have a lesson plan, learning goals and a variety of response options.	Administration will observe teachers with a lesson plan, teaching to the learning goals and giving students a variety of response options in the classroom.

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)	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.2	Utilize an instructional coach to support teachers with researched based best practices, supports for EL students, SWD, using a trauma informed approach	All Students (including EL, SED, SWD)	6749.00 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Instructional Coach .50 FTE 19623.10 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Instructional Coach .50
1.3	Create small group learning opportunities in the classroom using the paraprofessional and EL tutor. Groups will follow Edmentum and Subject.com focusing on ELA and math lessons while paras support students with learning strategies.	All Students (including EL, SED, SWD)	27804.77 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries EL tutor .66 FTE 18784.61 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits EI Tutor .66 FTE 1886.34 Title III 2000-2999: Classified Personnel Salaries EI Tutor .05 FTE 1274.39 Title III 3000-3999: Employee Benefits EL Tutor .05 FTE 14211.97 Title IV Part A: Student Support and Academic Enrichment 2000-2999: Classified Personnel Salaries Para Educator .375 FTE 10075.58 Title IV Part A: Student Support and Academic Enrichment 3000-3999: Employee Benefits Para Educator.375 FTE 14211.98 Title I Part D 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Para Educator .375 FTE 10075.58 Title I Part D 3000-3999: Employee Benefits Para Educator .375 FTE 14878.87 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Para Educator .375 FTE 14878.88 Title I Part D 2000-2999: Classified Personnel Salaries Para educator .375 FTE
1.4	Data monitoring system (PARSEC) to identify student engagement and provide interventions based on data driven decision making.	All Students (including EL, SED, SWD)	37,468.75 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Payment for a three-year contract

Annual Review

SPSA Year Reviewed: 2024-25

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 and Subject.com as their main curriculum tool while supplementing the learned information with projects. Teacher and paraprofessionals were present in the classroom and offered help by walking through the classroom and spot checking student work. A variety of UDL strategies were used. Many students chose to showcase their work with art. Students completed work and participated in activities through direct instruction, independent work and in peer groups. There is evidence the strategies moved student scores in a positive direction with an overall student score of 10.8 points in ELA and 14.8 points in mathematics.

During the 2024-2025 school year, PACE did not have any EL students qualify for reclassification.

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 continue 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). Teachers will have a lesson plan, learning goals and a variety of student response options. Administration will witness learning goals in action. 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	2024-2025 Suspension Days: 7. 80% Decrease	A 10% decrease in numbers of suspensions.
SEL Art classes	Mood data was not implemented.	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	Work with site BCBA on student behavior and reinforcement	All Students (EL, SED, SWD)	28472.30 Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries BCBA .25 FTE 13522.98

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Title I Part A: Basic Grants Low-Income and Neglected 3000-3999: Employee Benefits BCBA .25 FTE 30750.08 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BCBA .75 FTE 14604.82 LCFF - Supplemental 3000-3999: Employee Benefits BCBA .75 FTE
2.2	Student Support Advocate to offer resources for students and families.	All Students (EL, SED, SWD)	47245.56 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Student Support Advocate 1 FTE 29992.38 LCFF - Supplemental 3000-3999: Employee Benefits Student Support Advocate 1 FTE 23317.25 Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Student Support Advocate.55 FTE 15532.47 Title I Part A: Basic Grants Low-Income and Neglected 3000-3999: Employee Benefits Student Support Advocate .55 FTE 19077.75 LCFF 2000-2999: Classified Personnel Salaries Student Support Advocate .45 FTE 12708.39 LCFF 3000-3999: Employee Benefits Student Support Advocate

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.3	Nurse to assess and ensure student health and wellness.	All Students (EL, SED, SWD)	31650 LCFF 5700-5799: Transfers Of Direct Costs
2.4	Sheriff Officer (SRO) to provide student and staff safety while maintaining a safe environment.	All Students (EL, SED, SWD)	54731 Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures Contract with the County
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)	11358 Other 1000-1999: Certificated Personnel Salaries TOSO 5163 Other 3000-3999: Employee Benefits TOSO 3121 Other 4000-4999: Books And Supplies Supplies for art classes

Annual Review

SPSA Year Reviewed: 2024-25

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.

PACE implemented the Mental Health Center (MHC) for students to de-escalate their emotions or to take a "brain break" in which they would earn that time with academic engagement in the classroom. Students were given the expectation of 10 minutes of engagement for 10 minutes in the MHC. Through the school year student engagement and time on task increased to 25 minutes and student use of the MHC decreased. Evidence suggests students are on task for the majority of the class period and using less time for their own "brain breaks"

SEL Art was placed in the afternoon rotation. Mood monitoring was not conducted. However, through observation students show engagement and interest in the art projects.

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 not be changes. 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 3 periods / week of floral design. PACE sent a team of six floral students to the Occupational Olympics.	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	All Students (including EL, SED, SWD)	52936.36 Other 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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		Job Exploration Career Inspiration Center Student Transportation to Events 31722.16 Other 3000-3999: Employee Benefits
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)	19891.55 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Career and Education Coach 6256.98 Title I Part A: Allocation 3000-3999: Employee Benefits Career and Education Coach 23206.81 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Career and Education Coach 7299.81 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Career and Education Coach

Annual Review

SPSA Year Reviewed: 2024-25

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. The student services and opportunities from the Career Navigator for the 2024-2025 school year include:

- *Number of students assisted (multiple meetings) with job applications/resume/interview skills: 27
- *Number of students who applied for FAFSA before CalGrant deadline: 5
- *Number of students attended a career related field trip: 18
- *Number of outside companies coming to the site for student presentation: 5
- *Number of students in Dual Enrollment: 6
- *Number of Career Fair vendors: 15

CTE Floral class was offered during PACE's afternoon rotation. Students had a positive experience and immediately showed interest in competing as a team at the Occupational Olympics. As the school year progressed students continued to build their foundational skillset. The floral class was able to bring a 6 student team to the Occupational Olympics to compete amongst the schools in the county.

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 continue to develop the 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 continue to 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 continue 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	Student time in Room 201 decreased 24.3% from S1 to S2. 35 to 7 Suspendable Incidents(80% decrease) 85 to 15 Days of Suspension(82% decrease)	Continue to improve 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)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			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: 2024-25

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.

PACE and the BCBA has kept data for students using the Mental Health Center, known as Room 201, and students using mental health services. Room 201 is used as both a relaxed rewarding time and for students in crisis.

Upon Room 201 being available to students at the start of the year, staff and students agreed there should be at least ten minutes of engagement and/or student work produced. As the year progresses, so has the engagement minutes and/or student work. PACE students now complete 20-25 minutes of before gaining access to Room 201. While student enrollment numbers fluctuated during the school year, PACE experienced an overall decrease in minutes spent and visitation in Room 201. This is in part to expanding the time on task in the classroom in order to achieve this "reward". Students averaged 21.8 minutes during semester 1 while as of March 17, 2025, students are averaging 16.5 minutes per day - a 24.3% decrease.

Engagement and buy-in from students appears to have a direct affect on suspensions. As of March 17, 2025 PACE has only seven suspensions for a total of 15 days. This is down remarkably from the 2023-2024 school year. Overall, students are on task and engaged for longer periods of time in the school day while also reaping the benefits of a room they can use to relax and recharge.

Our Mental Health Clinician has seen an average of 61 students per month. Both classroom and independent study students use this service. Student needs are appearing to being met.

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. The services implemented are having a positive effect on the student population both behaviorally and academically.

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.

PACE will continue to have a Mental Health Center available for students. Students can use the center to regulate their behavior and return to the classroom. The clinician will continue to conduct 30 minute lessons weekly focusing on student social and emotional health. The clinician and the BCBA will continue to 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	\$791617
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$744,136.47
Total Federal Funds Provided to the School from the LEA for CSI	\$421191.00

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)	\$225,467.72
Title I Part A: Allocation	\$26,148.53
Title I Part A: Basic Grants Low-Income and Neglected	\$80,845.00
Title I Part D	\$39,166.44
Title III	\$3,160.73
Title IV Part A: Student Support and Academic Enrichment	\$79,018.55

Subtotal of additional federal funds included for this school: **\$453,806.97**

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	\$63,436.14
LCFF - Supplemental	\$122,592.84
Other	\$104,300.52

Subtotal of state or local funds included for this school: **\$290,329.50**

Total of federal, state, and/or local funds for this school: **\$744,136.47**

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)	225,467.72
LCFF	63,436.14
LCFF - Supplemental	122,592.84
Other	104,300.52
Title I Part A: Allocation	26,148.53
Title I Part A: Basic Grants Low-Income and Neglected	80,845.00
Title I Part D	39,166.44
Title III	3,160.73
Title IV Part A: Student Support and Academic Enrichment	79,018.55

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	61,205.36
2000-2999: Classified Personnel Salaries	336,408.11
3000-3999: Employee Benefits	219,552.25
4000-4999: Books And Supplies	3,121.00
5000-5999: Services And Other Operating Expenditures	92,199.75
5700-5799: Transfers Of Direct Costs	31,650.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	29,955.81
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	89,419.64

3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	68,623.52
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	37,468.75
2000-2999: Classified Personnel Salaries	LCFF	19,077.75
3000-3999: Employee Benefits	LCFF	12,708.39
5700-5799: Transfers Of Direct Costs	LCFF	31,650.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	77,995.64
3000-3999: Employee Benefits	LCFF - Supplemental	44,597.20
1000-1999: Certificated Personnel Salaries	Other	11,358.00
2000-2999: Classified Personnel Salaries	Other	52,936.36
3000-3999: Employee Benefits	Other	36,885.16
4000-4999: Books And Supplies	Other	3,121.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	19,891.55
3000-3999: Employee Benefits	Title I Part A: Allocation	6,256.98
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	51,789.55
3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	29,055.45
2000-2999: Classified Personnel Salaries	Title I Part D	29,090.86
3000-3999: Employee Benefits	Title I Part D	10,075.58
2000-2999: Classified Personnel Salaries	Title III	1,886.34
3000-3999: Employee Benefits	Title III	1,274.39
2000-2999: Classified Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	14,211.97
3000-3999: Employee Benefits	Title IV Part A: Student Support and Academic Enrichment	10,075.58
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	54,731.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	191,923.82
Goal 2	341,246.98

Goal 3	141,313.67
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
Celina Angulo	Other School Staff
Marlean Bravo	Classroom Teacher
Gabe Castro	Classroom Teacher
Kristina Garza-Quezada	Classroom Teacher
David Costa	Parent or Community Member
Tania Villalon	Parent or Community Member
Allison Molina	Secondary Student
Andrew Jimenez	Secondary Student
Jose Cabrera	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 04/11/2025.

Attested:

Principal, John Luis on

SSC Chairperson, Kristina Garza-Quezada on