



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	4/24/26	6/9/26

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 2026-2027 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 28, 2025. 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 2025-2026 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, 2026 the SSC reviewed the initial draft of the SPSA and its alignment with Stanislaus County Office of Education's LCAP goals. In April, 2026 the SSC reviewed and approved the final draft. Additional collaborators with input and review of the SPSA include additional students, parents, their input as well as district administration.

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.

- *Increasing student access by piloting a transportation program to shuttle students to and from the school site.
- *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 experience enrollment instability.
- *Despite the availability of mental health services, a primary concern is that they are not being fully accessed by the families and students who need them.
- *Students at PACE often enter with a history of chronic absenteeism, behavioral volatility, and a lack of connection to their previous neighborhood schools. Many report feeling overwhelmed by large classroom sizes in traditional settings.

Students at PACE experience resource inequities that limit equitable access to educational opportunities. Unlike students in traditional comprehensive settings, PACE students have limited access to a broad range of Career Technical Education (CTE) pathways. In addition, transportation presents a significant barrier to consistent attendance and participation. PACE does not provide traditional bus routes, and students must rely on public transportation or parent transportation. Because PACE serves students from across the county, many families face challenges traveling long distances to attend a non-neighborhood school, disproportionately impacting access for students with fewer resources.

To address these inequities, PACE will expand CTE programming to include additional pathways such as floral design and visual arts, increasing student access to engaging, hands-on learning opportunities aligned with student interests. These expanded offerings are intended to improve student engagement, attendance, and overall access to meaningful coursework.

In conjunction with CTE expansion, PACE will implement door-to-door transportation services to reduce access barriers and ensure that all students, regardless of geographic location or family resources, can attend school consistently. Together, these actions are designed to provide more equitable access to both academic and enrichment opportunities for all PACE students.

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 has established a measurable upward trajectory on the California Dashboard, with performance indicators showing statistically significant growth in English Language Arts, Mathematics, and College/Career Readiness. This academic progress is anchored by a rigorous instructional framework providing daily core-subject coverage across ELA, Math, Social Studies, and Science. To facilitate this, each of the three primary instructional environments is supported by a multi-disciplinary team consisting of an EL Tutor, a General Education Paraprofessional, and a Special Education Paraprofessional. This tiered staffing model allows for fluid transitions between one-on-one interventions, small-group work, and whole-class instruction, ensuring highly differentiated delivery of the curriculum and maximizing student access to grade-level standards.

The integration of specialized clinical staff serves as the primary driver for student engagement and the school’s increasing graduation rate. By employing a full-time Board Certified Behavior Analyst (BCBA) directly within the classroom setting, PACE has shifted from a reactive to a proactive behavioral model. This presence is specifically designed to decrease “time-out-of-class” by mitigating undesired behaviors in situ. Furthermore, on-site Mental Health Clinicians provide a continuous stabilization loop, offering students positive guidance throughout the school day and ensuring that emotional barriers do not impede academic persistence.

While student suspensions remain a prioritized area of focus, the implementation of a standardized “Disciplinary Flow Chart” has introduced objective consistency to behavioral outcomes. Under this protocol, minor infractions are managed via classroom redirection or immediate clinical consultation with the BCBA or mental health team. Out-of-school suspensions are strictly reserved for egregious violations, including physical assault, possession of weapons or controlled substances, and verified bullying or harassment. Data indicates that by de-emphasizing punitive measures and prioritizing the reinforcement of positive behaviors, PACE has seen a marked decrease in negative incidents and a subsequent reduction in overall suspension rates.

Finally, the Mental Health Center (MHC) operates as a high-value incentive within the school’s contingency management system, specifically targeted at increasing academic stamina. At the onset of the academic year, the baseline for MHC access was set at 10 minutes of completed work. At the conclusion of the 2025-2026 school year, student work expectations exceed 30 in the classroom for 15 minutes of time in the MHC. Through systematic shaping of student behavior, staff have successfully increased this requirement by 150%. This metric serves as a lead indicator for improved self-regulation and long-term academic endurance, bridging the gap between behavioral stability and academic achievement.

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 student population at PACE is characterized by a high prevalence of historically adverse educational experiences, typically manifesting as chronic absenteeism, behavioral volatility, and academic underperformance in traditional school settings. Despite these entry-level challenges, internal localized data (StanStats) reveals a robust academic turnaround. Current passage rates across the core curriculum demonstrate a high level of student mastery: 86% in English Language Arts, 88% in Mathematics, and 83% in Social Studies. While Science passage rates currently trail at 67%, the overall academic profile suggests that PACE's instructional model effectively remediates previous learning gaps.

A primary driver of this engagement is a diversified, hands-on elective framework designed to bridge the gap between theory and application. By providing access to high-interest Career Technical Education (CTE) pathways—including Small Engines, Welding, and Wood Shop—alongside Art, Digital Arts, and Career Exploration, the program has successfully stabilized its population. This is evidenced by consistent enrollment figures throughout the 2025-2026 academic year and a notable 95% attendance rate, a metric that directly counters the historical trends of the student body.

However, a divergence exists between internal success and state-level accountability metrics. The California Dashboard graduation rate remains a lagging indicator that does not fully capture the school's efficacy. Due to high student mobility and the fluctuating nature of the four-year cohort, attaining a stable longitudinal graduation figure is statistically difficult. This mobility further impacts College/Career Readiness results; the transient nature of the enrollment cycles often prevents students from remaining on-site long enough to complete the multi-year sequences required for CTE capstone certification.

Ultimately, the barriers to student achievement at PACE are rooted in complex socio-educational factors, including significant language barriers, high residential mobility, and a historical lack of consistent familial support regarding formal education. By addressing these root causes through a stable, high-attendance environment and specialized vocational coursework, PACE continues to outperform the historical trajectories of the students it serves.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.72%	%		1	
African American	4.27%	3.62%	2.83%	5	5	3
Asian	0.85%	%	2.83%	1		3
Hispanic/Latino	74.36%	76.81%	79.25%	87	106	84
Pacific Islander	0.85%	0.72%	%	1	1	
White	17.95%	16.67%	12.26%	21	23	13
Two or More Races	0.85%	0.72%	0.94%	1	1	1
Not Reported	0.85%	0.72%	1.89%	1	1	2
Total Enrollment				117	138	106

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 5		2	
Grade 6	1		
Grade 7	4	4	1
Grade 8	13	15	16
Grade 9	8	17	11
Grade 10	20	28	28
Grade 11	29	34	23
Grade 12	42	38	27
Total Enrollment	117	138	106

Conclusions based on this data:

1. Fluctuating Enrollment Trends: Total student enrollment decreased between the 2020-21 and 2022-23 school years but showed an increase during the 2023-24 school year.
2. Steady Hispanic/Latino Growth: There has been a consistent and steady increase in the enrollment of Hispanic / Latino students.

3. Significant Grade 10 Entry: A notable number of students are choosing to enroll during their 10th-grade 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	25	33	32	21.4%	23.9%	30.2%
Fluent English Proficient (FEP)	25	17	5	21.4%	12.3%	4.7%

Conclusions based on this data:

1. Growth in EL and FEP Populations: There has been a dramatic increase in the number of students classified as English Learners and Fluent English Proficient (FEP).
2. Decline in Reclassification: The number of students who are Reclassified Fluent English Proficient (RFEP) has decreased over time.
3. Commitment to Support: To address these trends, the school will continue providing necessary supports and an appropriate curriculum designed to help students 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	*			0			0			0.0		
Grade 6	*	*	*	*	*	0	*	*	0			
Grade 7	7	19	14	4	8	6	4	8	6	57.1	42.1	42.9
Grade 8	20	41	34	10	17	24	10	17	24	50.0	41.5	70.6
Grade 11	21	38	32	5	17	18	5	17	18	23.8	44.7	56.3
All Grades	50	101	81	20	43	48	20	43	48	40.0	42.6	59.3

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2351.	2389.	*	0.00	0.00	*	0.00	4.17	*	0.00	20.83	*	100.0	75.00
Grade 11	*	2434.	2442.	*	0.00	5.56	*	0.00	5.56	*	17.65	22.22	*	82.35	66.67
All Grades	N/A	N/A	N/A	0.00	0.00	2.08	5.00	0.00	4.17	10.00	6.98	20.83	85.00	93.02	72.92

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	4.17	*	25.58	27.08	*	74.42	68.75

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	0.00	*	2.38	27.08	*	97.62	72.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	2.33	2.08	*	46.51	50.00	*	51.16	47.92

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	2.08	*	41.86	54.17	*	58.14	43.75

Conclusions based on this data:

1. Significant Increase in Participation: The number of students tested in ELA has more than doubled over a three-year period, growing from 20 students in 2022-23 to 48 students in 2024-25.
2. The percentage of enrolled students who completed the ELA assessment rose from 40.0% in 2022-23 to 59.3% in 2024-25, indicating a higher level of student engagement with state testing requirements.

3. Positive Growth in Listening and Inquiry Skills: Despite low overall scores, there was an increase in students performing "At or Near Standard" in specific domains; for example, 54.17% reached this level in Research/Inquiry and 50.00% reached it in Listening during the 2024-25 school year.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	*			*			*					
Grade 6	*	*	*	*	*	0	*	*	0			
Grade 7	7	18	14	*	8	6	*	8	6		44.4	42.9
Grade 8	20	40	34	9	18	24	9	18	24	45.0	45	70.6
Grade 11	21	38	31	*	17	18	*	17	18		44.7	58.1
All Grades	50	99	80	16	44	48	16	44	48	32.0	44.4	60

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	*			*			*			*			*		
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2365.	2340.	*	0.00	0.00	*	0.00	0.00	*	5.56	4.17	*	94.44	95.83
Grade 11	*	2392.	2401.	*	0.00	0.00	*	0.00	5.56	*	0.00	5.56	*	100.0	88.89
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	2.08	6.25	2.27	4.17	93.75	97.73	93.75

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	2.27	0.00	*	0.00	2.08	*	97.73	97.92

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	0.00	*	27.27	25.00	*	72.73	75.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	0.00	*	36.36	33.33	*	63.64	66.67

Conclusions based on this data:

1. Significant Growth in Assessment Participation: The school has successfully increased student engagement with state testing, with the percentage of enrolled students tested rising from 32.0% in 2022-23 to 60.0% in 2024-25. Additionally, the number of students with valid scores tripled during this period, moving from 16 to 48 students.
2. Low Performance Across Standardized Mathematics Competencies: Overall achievement remains a challenge, as 93.75% of all tested students fell into the "Standard Not Met" category in the 2024-25 school year. This difficulty is consistent across domains, particularly in Concepts & Procedures, where 97.92% of students performed below standard.
3. Varying Progress in Specific Math Domains: While achievement is low, there are slight differences in performance across domains. For instance, 33.33% of students were "At or Near Standard" in Communicating Reasoning and 25% reached that level in Problem Solving & Modeling/Data Analysis during the 2024-25 cycle. In contrast, only 2.08% reached that level in Concepts & Procedures.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7		*	*		*	*		*	*		4	*
8	*	*	*	*	*	*	*	*	*	*	6	7
9	*	*	*	*	*	*	*	*	*	*	*	5
10	*	*	*	*	*	*	*	*	*	*	*	7
11	*	*	*	*	*	*	*	*	*	*	7	4
12	*	*	*	*	*	*	*	*	*	*	6	*
All Grades										10	29	25

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	3.45	0.00	*	17.24	20.00	*	20.69	56.00	*	58.62	24.00	*	29	25

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	6.90	16.00	*	17.24	40.00	*	34.48	20.00	*	41.38	24.00	*	29	25

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	0.00	*	10.34	4.00	*	27.59	48.00	*	62.07	48.00	*	29	25

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	8.00	*	51.72	64.00	*	48.28	28.00	*	29	25

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	24.14	36.00	*	37.93	44.00	*	37.93	20.00	*	29	25

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	3.45	0.00	*	24.14	40.00	*	72.41	60.00	*	29	25

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	0.00	*	72.41	72.00	*	27.59	28.00	*	29	25

Conclusions based on this data:

1. Dynamic Growth in Essential Communication Skills: Students have shown impressive gains in active communication, with the percentage of students reaching "Well Developed" speaking skills rising from 24.14% to 36%. Additionally, the number of students achieving "Well Developed" status in the Listening domain grew from 0% to 8% , highlighting an increasing ability to process and engage with oral information.
2. Strengthening Foundational Language Development: There is a significant upward trend in students moving toward intermediate proficiency. The percentage of students at Level 2 (Somewhat Developed) more than doubled,

increasing from 20.69% to 56% , which reflects a successful transition of a large student group out of the lowest proficiency level and toward greater English fluency.

3. Increase in Assessment Participation: The school has successfully fostered a culture of accountability and engagement, as evidenced by the significant increase in the number of students completing the ELPAC assessments. Tested student counts rose from 10 in 2022-23 to 25 in 2024-25, ensuring the school has more comprehensive data to better personalize support for every English Learner.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
138	86.2%	23.9%	1.4%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	33	23.9%
Foster Youth	2	1.4%
Homeless	5	3.6%
Socioeconomically Disadvantaged	119	86.2%
Students with Disabilities	19	13.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	3.6%
American Indian	1	0.7%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	106	76.8%
Two or More Races	1	0.7%
Pacific Islander	1	0.7%
White	23	16.7%

Conclusions based on this data:

1. **Rapid Expansion of Total Enrollment:** The school is experiencing a sharp upward trend in its total student population. Total enrollment increased from 83 students in the 2022-23 school year to 138 students in 2024-25, representing a 66% increase in just two years.
2. **High Concentration of Socioeconomically Disadvantaged Students:** The vast majority of the student body identifies as socioeconomically disadvantaged. While the percentage shifted slightly from 96.4% in 2022-23 to 94.9% in 2024-25, the actual number of students in this group rose significantly from 80 to 131 students, mirroring the school's overall enrollment growth.
3. **Significant Growth in Targeted Student Groups:** There has been a notable increase in the enrollment of students with higher support needs. Specifically, the number of English Learners grew from 11 in 2022-23 to 33 students in 2024-25, and the Students with Disabilities group nearly doubled, increasing from 33 to 65 students in the same period.

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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Red	Suspension Rate  Blue
Mathematics  Orange	Chronic Absenteeism  Orange	
English Learner Progress  Red		
College/Career  Red		

Conclusions based on this data:

1. The school achieved the highest possible performance level (Blue) for its Suspension Rate. This reflects an exceptionally safe and supportive campus environment where behavioral interventions—such as the use of Mental Health Clinicians and Behavior Analysts—are working successfully to keep students in the classroom and engaged in the community.
2. Both English Language Arts and Mathematics reached the Orange level. In an alternative education setting with high student mobility, maintaining this consistent baseline across core subjects provides a solid foundation from which the school can now implement its new data-driven instructional strategies to push toward the next performance tier. Math reflects a 23.3 point increase and ELA a 33.7 point increase.
3. While the English Learner Progress and College/Career indicators are currently in the Red category, having this clear data allows the school to be highly intentional with its resources. By identifying these specific areas as priorities, the school is positioned to implement high-impact, targeted interventions that can yield significant year-over-year improvements for these specific student groups. EL progress will be addressed using EL tutors and PD for teachers to improve reading, writing, listening, and speaking for EL students.

School and Student Performance Data

Academic Performance English Language Arts

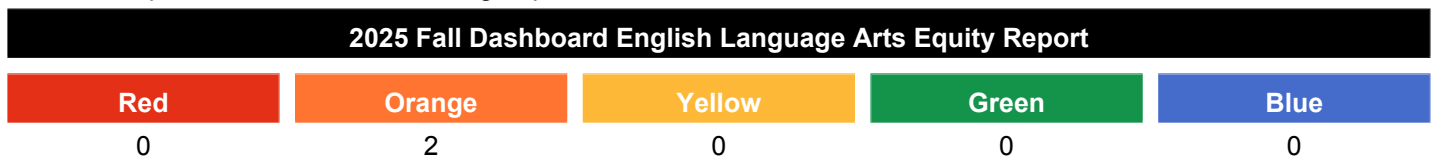
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
257.7 points below standard	300.6 points below standard	294.7 points below standard
Increased 33.7 points	Declined 4.5 points	Increased 13 points
46 Students	13 Students	11 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	0 Students	264.7 points below standard
		Increased 26.9 points
		35 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 260.7 points below standard Increased 35 points 32 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 228.3 points below standard Increased 50.1 points 11 Students

Conclusions based on this data:

1. Growth Across Core Student Demographics: All student groups with a reported performance color achieved an Orange level, indicating a consistent baseline of performance across the school's primary demographics. Specifically, the Socioeconomically Disadvantaged group increased by 26.9 points, and Hispanic students showed an increase of 35 points.
2. Continued Progress for Long-Term English Learners: Students classified as Long-Term English Learners showed positive momentum by increasing their performance by 13 points. This contrasts with the broader English Learner category, which saw a slight decline of 4.5 points.
3. Overall Upward Performance Trend: The "All Students" group moved into the Orange category by increasing 33.7 points, showing that the school is successfully narrowing the gap toward state standards even though they remain 257.7 points below the standard baseline.

School and Student Performance Data

Academic Performance Mathematics

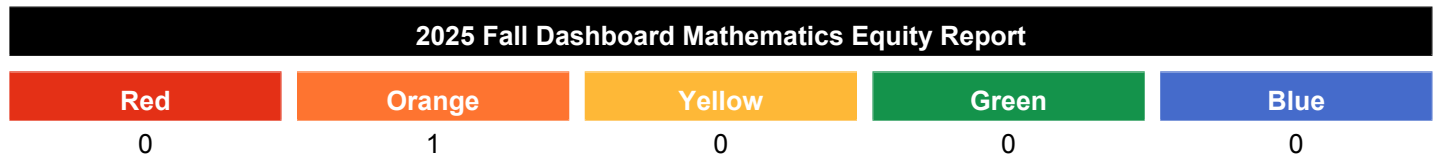
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 297.6 points below standard Increased 23.3 points 42 Students	English Learners  No Performance Color 323.8 points below standard Maintained -0.4 points 12 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 306.1 points below standard Increased 14.7 points 31 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 299.9 points below standard Increased 27 points 29 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Conclusions based on this data:

1. **Positive Momentum Toward Standardized Goals:** The "All Students" group demonstrated significant academic progress, increasing their performance by 23.3 points. This growth was sufficient to move the school's overall performance into the Orange category, indicating a measurable upward trend from previous assessment cycles.
2. **Strong Gains Among Socioeconomically Disadvantaged Students:** Students within the Socioeconomically Disadvantaged group showed notable improvement, increasing their performance by 14.7 points. While this group remains 306.1 points below the standard, the double-digit increase reflects a successful focus on supporting this high-need demographic.
3. **Stability in English Learner Performance:** The English Learner student group maintained a steady performance level, with only a marginal change of -0.4 points. This indicates a stabilization of math performance for this group, even as the school navigates an increase in the number of English Learners enrolled.

School and Student Performance Data

Academic Performance Science

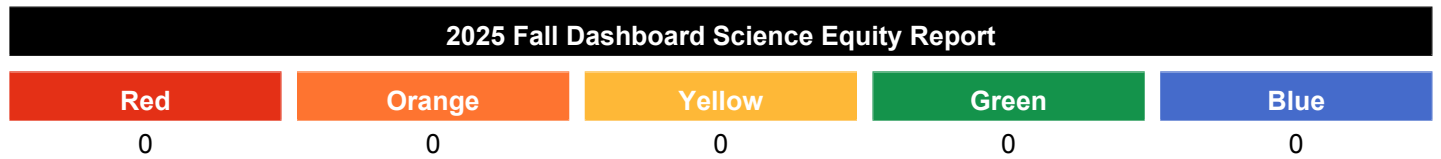
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Orange 14.4 science points Increased 3.9 points 32 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 13.1 science points Increased 2.1 points 26 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 14.9 science points Increased 6.3 points 23 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Conclusions based on this data:

1. Overall Upward Performance Trend: The "All Students" group demonstrated measurable academic growth by increasing their performance by 3.9 points. This improvement was sufficient to place the school's overall science performance in the Orange category with a score of 14.4 science points.
2. Positive Momentum for Socioeconomically Disadvantaged Students: Students in the socioeconomically disadvantaged group also showed a positive trajectory, increasing their performance by 2.1 points to reach a score of 13.1 science points.
3. Strong Gains Among Hispanic Students: Hispanic students showed the most significant progress within the reported subgroups, with a 6.3-point increase in their science performance. This group reached a score of 14.9 science points, which is slightly higher than the overall school average.

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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Red
15.2 making progress.	15.6 making progress.
Number Students: 33 Students	Number Students: 32 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.

2025 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
18.2%	33.3%	0%	15.2%

Conclusions based on this data:

1. Identified Need for Targeted Support: The English Learner Progress indicator is currently at the Red level, which is the lowest performance category on the California School Dashboard. This status highlights a critical area for improvement and the need for intensified instructional strategies to support language acquisition.
2. Performance in the Context of High Mobility: While the state-level indicator is low, the school notes that internal success metrics often diverge from these lagging state indicators due to high student mobility and the transient nature of enrollment cycles.
3. Focus on Multi-Disciplinary Support: To address these challenges, the school utilizes a tiered staffing model in every primary instructional environment that includes a dedicated EL Tutor. This allows for one-on-one interventions and small-group work specifically designed to help English Learners access grade-level standards and move toward reclassification.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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.

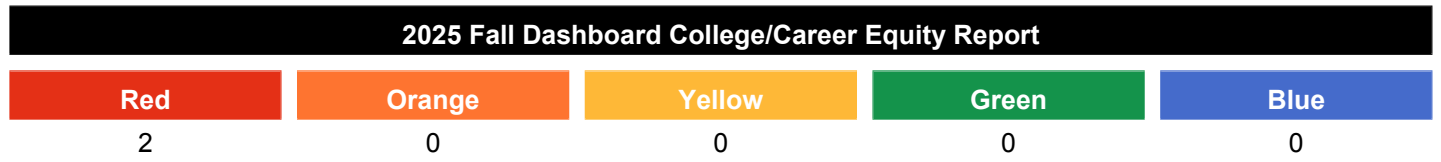
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Red Prepared 0% Declined 2.2% 40 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Red Prepared 0% Declined 2.3% 40 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Red Prepared 0% Declined 2.9% 33 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. Foundation for Vocational Success: While traditional state metrics for "Prepared" status are currently in the Red category, this identifies a powerful opportunity for the school to lean into its strengths. By focusing on practical, hands-on learning, the school is successfully building the foundational skills students need for immediate entry into the workforce.
2. High Engagement in Career-Ready Pathways: Local data reveals a vibrant culture of career exploration that state-level metrics often miss. With a 95% attendance rate in high-interest CTE programs like Wood Shop, and Small Engines, the school is proving that its curriculum is highly relevant to students' lives and is successfully keeping them engaged in their education.
3. Personalized Support for Post-Secondary Transitions: The school is excelling at providing individualized "wraparound" career services. During the 2024-25 year, many students received one-on-one assistance with job applications, interview coaching, and career field trips. This hands-on guidance ensures that even if students transition out of the facility quickly, they leave with tangible skills and a clearer path toward employment and independence.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Orange

65.3% Chronically Absent

Declined 7.7

49 Students

English Learners



No Performance Color

83.3% Chronically Absent

Increased 11.1

12 Students

Long-Term English Learners



No Performance Color

83.3% Chronically Absent

Increased 6.9

12 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

0 Students

Socioeconomically Disadvantaged



Orange

65.8% Chronically Absent

Declined 9.6

38 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Orange 66.7% Chronically Absent Declined 9.4 36 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Conclusions based on this data:

1. Overall Reduction in Chronic Absenteeism: The "All Students" group showed a significant improvement in academic engagement, with the chronic absenteeism rate declining by 7.7 percentage points. This progress moved the school's overall performance into the Orange category.
2. Exceptional Progress for Key Student Demographics: The school saw remarkable success in supporting its largest student groups. Chronic absenteeism rates for Socioeconomically Disadvantaged students dropped by 9.6 points, and Hispanic students saw a 9.4 point improvement. These double-digit shifts highlight the effectiveness of the school's culturally responsive outreach and support systems.
3. A Culture of Continuous Improvement: By moving multiple student groups into the Orange performance tier, the school has established a clear trajectory toward the "Yellow" and "Green" tiers. This progress demonstrates that the school is successfully identifying barriers to attendance and is proactively building the necessary infrastructure to ensure students are present and ready to learn.

School and Student Performance Data

Academic Engagement Graduation Rate

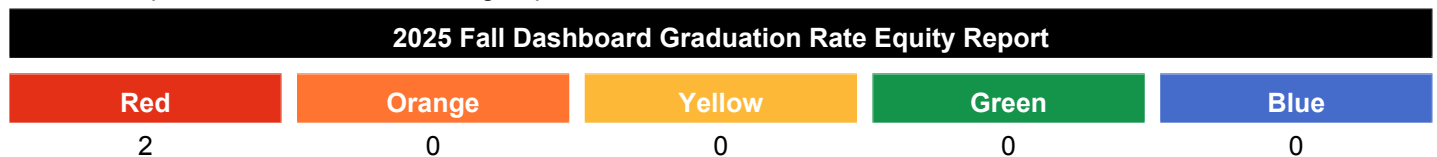
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Red 52.3% graduated Increased 10.8% 44 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged Red 51.2% graduated Increased 8% 43 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 47.1% graduated Increased 3.5% 34 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

1. Significant Improvement in Completion Outcomes: The school achieved a remarkable 19.3 percentage point increase in the graduation rate for the "All Students" group. This surge in success demonstrates that the school's academic interventions and credit recovery programs are effectively helping more students cross the finish line and earn their diplomas.
2. Closing the Gap for Key Student Demographics: Both Hispanic and Socioeconomically Disadvantaged student groups showed substantial progress, with their graduation rates increasing by 14.8 percentage points and 17.2 percentage points, respectively. This double-digit growth highlights the school's commitment to equity and its success in providing the necessary resources for its largest student populations to succeed.
3. Upward Trajectory Toward Higher Performance Tiers: By nearly doubling the graduation rate for several key groups (e.g., the Hispanic group rose from 18.2% to 33%), the school has established a clear and powerful upward trend. While currently in the Red category, this rapid rate of improvement suggests the school is quickly building the momentum needed to reach the Orange and Yellow performance tiers in upcoming cycles.

School and Student Performance Data

Conditions & Climate Suspension Rate

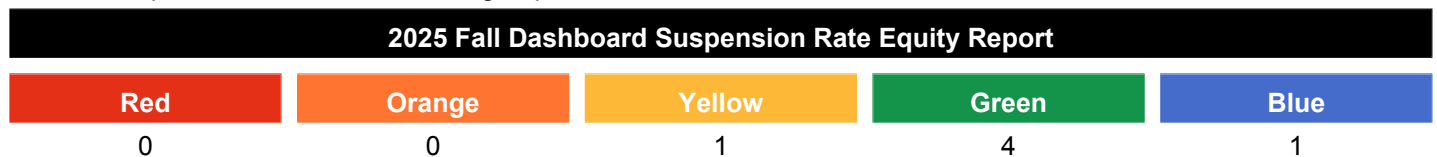
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 2.4% suspended at least one day Declined 6.6% 250 Students	English Learners Green 1.6% suspended at least one day Declined 6.7% 62 Students	Long-Term English Learners Green 1.8% suspended at least one day Declined 7.3% 57 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged Blue 2.5% suspended at least one day Declined 7.2% 199 Students

Students with Disabilities  Yellow 7.3% suspended at least one day Declined 5.6% 41 Students	African American  No Performance Color 0% suspended at least one day Declined 5.3% 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 2.8% suspended at least one day Declined 7.1% 178 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 2.3% suspended at least one day Declined 2.3% 44 Students

Conclusions based on this data:

1. The school achieved the highest possible performance level—Blue—for the "All Students" group. The school has created a remarkably stable and secure learning environment where every student remains in class and engaged with their education.
2. Universal Success Across All Demographics: The commitment to a positive school climate was felt across every student group. English Learners, Hispanic students, and Socioeconomically Disadvantaged students all achieved the Blue level. This universal success demonstrates that the school's restorative practices and behavioral supports are working effectively for its entire diverse population.
3. Proven Impact of Comprehensive Support Systems: The maintenance of the low suspension rate (a "Maintained" status from the previous year) validates the school's investment in specialized staff. The presence of a Board Certified Behavior Analyst (BCBA) and Mental Health Clinicians has successfully shifted the focus from discipline to proactive support, ensuring that student needs are met without interrupting their academic journey.

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.

Positive School Climate and Student Engagement

To ensure a safe environment of learning by fostering an inclusive and supportive school climate that promotes high levels of student engagement, social-emotional well-being, and academic achievement for all students, particularly those in high-need.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

Students at PACE often enter with a history of chronic absenteeism, behavioral volatility, and a lack of connection to their previous neighborhood schools.

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
Using Room 201 for reinforcement due to on task and/or work completion	2024-2025: Semester 1 - Reinforcement for on task and/or work completion - 443 visits. 82% of total use Semester 2 - Reinforcement for on task and/or work completion - 131 visits. 81% of total use 2025-2026: Semester 1 - Reinforcement for on task and/or work completion - 202 visits. 87% of total use Semester 2 - Reinforcement for on task and/or work completion - 111 visits. 83% of total use	5% increase completion of student work.
Using Room 201 for mental health or de-escalation purposes	2024-2025: Semester 1 Mental Health or De-escalation purposes - 99 visits. 18% of total use	5% decrease in using Room 201 for de-escalation purposes.

	Semester 2 - Mental Health or De-escalation purposes - 30 visits. 13% of total use 2025-2026: Semester 1 - Mental Health or De-escalation purposes - 30 visits. 13% of total use Semester 2 - Mental Health or De-escalation purposes - 22 visits. 17% of total use	
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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	Universal Design Learning strategies in the classroom.	All Students (including EL, SED, SWD)	131,676.00 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Coordinator, Curriculum and Instruction 1 FTE 41,822.36 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Coordinator, Curriculum and Instruction 1 FTE
1.2	Staff Redirection in and outside of the classroom.	All Students (including EL, SED, SWD)	
1.3	Schoolwide Behavior Reward System	All Students (including EL, SED, SWD)	32,738.26 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries BCBA 1 FTE 15,130.27 LCFF Equity Multiplier 3000-3999: Employee Benefits BCBA 1 FTE 30,313.20 Title I Part D 2000-2999: Classified Personnel Salaries BCBA 1 FTE 14,009.23 Title I Part D 3000-3999: Employee Benefits

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.4	Weekly Student Behavior Meeting to assure staff is aware of student behavior and any adjustments needed in and outside of the classroom.	All Students (including EL, SED, SWD)	

Annual Review

SPSA Year Reviewed: 2025-26

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, Subject.com and introduced Math Nation 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. Specifically with a project based lesson. Students completed work and participated in activities through direct instruction, independent work and in peer groups. Strategic interventions yielded measurable growth in student achievement, as evidenced by an increase of 33.7 points in ELA and 23.3 points in Mathematics.

During the 2025-2026 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 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.

Student Engagement and Chronic Absenteeism Prevention

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
Reduction in Suspension Rates	2024-2025: 9% 2025-2026: The 2025 Fall Dashboard indicates a suspension rate of 2.4%.	Suspension rate decrease of 10%
Improvement in Attendance Rates	2024-2025: 95.94% 2025-2026: 94.33%	Attendance increase of 2%

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)	30,313.20 Title I Part D 2000-2999: Classified Personnel Salaries BCBA 1 FTE 14,009.53 Title I Part D 3000-3999: Employee Benefits BCBA .25 FTE

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			90,939.60 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries BCBA 1 FTE 42,028.53 LCFF Equity Multiplier 3000-3999: Employee Benefits BCBA .75 FTE
2.2	Student Support Advocate to offer resources for students and families.	All Students (EL, SED, SWD)	45,961.60 LCFF 2000-2999: Classified Personnel Salaries Student Support Advocate 1 FTE 30,048.17 LCFF 3000-3999: Employee Benefits Student Support Advocate 1 FTE
2.3	Nurse to assess and ensure student health and wellness.	All Students (EL, SED, SWD)	31,650.00 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)	26,479.00 Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures Contract with the County
2.5	Implement First Alt Transportation Service - Door to Door	All Students (EL, SED, SWD)	54,493.20 LCFF 5800: Professional/Consulting Services And Operating Expenditures 36,328.80 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And 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)	60,518.00 Local Categorical 1000-1999: Certificated Personnel Salaries TOSO 27,108.56

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Local Categorical 3000-3999: Employee Benefits TOSO 1,000.00 Local Categorical 4000-4999: Books And Supplies Supplies for art classes

Annual Review

SPSA Year Reviewed: 2025-26

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.

First Alt provides a transportation service for all on site community school students. PACE has experienced success with the service and will continue to use it during the 2026-2027 school year.

Attendance has decreased by 1% during the 2025-2026 school year from 95% to 94%.

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.

With the use of the First Alt transportation service, students will have more access to resources to arrive consistently and on time to school. In the classroom, 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.

Career Technical Education 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 participate in job and career opportunities while visiting/getting exposure to a variety of job sites.
PACE will develop a floriculture team for the Occupational Olympics.	Students will participate in SCOE's Floriculture program.	Students will be enrolled and participate in floriculture activities twice per 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 Coordinator: Meet with students for resume development and soft skills Seek out job opportunities and present them to students	All Students (including EL, SED, SWD)	8,519.62 LCFF None Specified Job Exploration Career Inspiration Center

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Using student interest data to collect high interest areas of employment Preparation and awareness of opportunities for jobs and career fields		Student Transportation to Events 1 FTE 8,519.62 LCFF 3000-3999: Employee Benefits Job Exploration Career Inspiration Center Student Transportation to Events 1 FTE 4,178.72 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Job Exploration Career Inspiration Center Student Transportation to Events 1 FTE 2,129.91 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Job Exploration Career Inspiration Center Student Transportation to Events 1 FTE
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)	26,937.75 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries CTE Teacher 1 FTE 11,095.88 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits CTE Teacher 1 FTE
3.4	Students will have the opportunity to enroll in CTE classes at both the PACE and Teel campus. Classes include small engines, floral, art welding and wood shop.	All Students (including EL, SED, SWD)	47,886.48 Local Categorical 1000-1999: Certificated Personnel Salaries CTE Teacher 1 FTE 24,224.36 Local Categorical 3000-3999: Employee Benefits CTE Teacher 1 FTE
3.5	Career and Education Technology Coach: Students will be enrolled into Digital Arts. Introduce, build and strengthen student tech skills	All Students (including EL, SED, SWD)	21,184.66 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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.		1000-1999: Certificated Personnel Salaries Career and Education Coach 1 FTE 6,613.26 Title I 3000-3999: Employee Benefits Career and Education Coach 1 FTE 17,809.05 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Career and Education Coach 1 FTE 5,559.49 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Career and Education Coach

Annual Review

SPSA Year Reviewed: 2025-26

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. Students enrolled in CTE courses. The student services and opportunities from the Career Navigator for the 2025-2026 school year include:

Number of students assisted (multiple meetings) with job applications/resume/interview skills: 25

*Number of students who applied for FAFSA before CalGrant deadline:6

*Number of students attended a career related field trip:

CIC Technology: 8/20/25: 4 Students

Apprenticeship Expo: 10/23/25: 2 Students

CIC-Medical: 1/14/26: 4 Students

IOT- Culinary Tour: 1/16/26: 6 Students

Columbia College Tour: 1/22/26: 3 Students

MJC Career Pathway Day: 3/27/26: 6 Students

CIC AG/Manufacturing 4/1: 3-4 Students

*Number of outside companies coming to the site for student presentation: 5

*Number of students in Dual Enrollment: 1 student began registration process in the Fall but did not end up completing it. 1 student expressed interest yesterday. At this time, none are officially enrolled.

*Number of Career Fair vendors: 18

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 3 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	2024-2025: 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) 2025-2026: Student time in Room 201 decreased 27% from S1 to S2. 7 to 2 Suspendable Incidents(71% decrease) 15 to 2 Days of Suspension(86% 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)	39,449.11 Title I 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Mental Health Clinician 1 FTE 18,035.52 Title I 3000-3999: Employee Benefits Mental Health Clinician 1 FTE Fringe Benefits 48,356.98 Local Categorical 1000-1999: Certificated Personnel Salaries Mental Health Clinician 1 FTE 22,108.08 Local Categorical 3000-3999: Employee Benefits Mental Health Clinician 1 FTE Fringe Benefits 39,449.11 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Mental Health Clinician 1 FTE 18,035.52 LCFF Equity Multiplier 3000-3999: Employee Benefits Mental Health Clinician 1 FTE
4.2	BCBA will provide students the opportunity to correct any undesirable behaviors while discussing alternatives to such behaviors.	All Students (EL, SED, SWD)	32,738.26 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries BCBA 1 FTE 15,130.27 LCFF Equity Multiplier 3000-3999: Employee Benefits BCBA 1 FTE Fringe Benefits 30,313.20 Title I Part D 2000-2999: Classified Personnel Salaries BCBA 1 FTE 14,009.53 Title I Part D 3000-3999: Employee Benefits BCBA 1 FTE

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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: 2025-26

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 increase 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 16.9 minutes during semester 1 while as of April 1, 2026, students are averaging 17.05 minutes per day. This is up from 16.5 minutes per day - a 3.33% increase.

Engagement and buy-in from students appears to have a direct affect on suspensions. As of April 13, 2026, PACE has only two suspensions for a total of 7 days. This is down remarkably from the 2024-2025 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.

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	\$791,617.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,218,851.89
Total Federal Funds Provided to the School from the LEA for CSI	\$421,191.00

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)	\$277,537.96
Title I	\$85,282.55
Title I Part D	\$132,967.89
Title IV Part A: Student Support and Academic Enrichment	\$26,479.00

Subtotal of additional federal funds included for this school: \$522,267.40

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	\$179,192.21
LCFF Equity Multiplier	\$286,189.82
Local Categorical	\$231,202.46

Subtotal of state or local funds included for this school: \$696,584.49

Total of federal, state, and/or local funds for this school: \$1,218,851.89

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)	277,537.96
LCFF	179,192.21
LCFF Equity Multiplier	286,189.82
Local Categorical	231,202.46
Title I	85,282.55
Title I Part D	132,967.89
Title IV Part A: Student Support and Academic Enrichment	26,479.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	354,368.92
2000-2999: Classified Personnel Salaries	376,394.26
3000-3999: Employee Benefits	329,618.09
4000-4999: Books And Supplies	1,000.00
5000-5999: Services And Other Operating Expenditures	26,479.00
5700-5799: Transfers Of Direct Costs	31,650.00
5800: Professional/Consulting Services And Operating Expenditures	90,822.00
None Specified	8,519.62

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	176,422.80
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	4,178.72

3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	60,607.64
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	36,328.80
2000-2999: Classified Personnel Salaries	LCFF	45,961.60
3000-3999: Employee Benefits	LCFF	38,567.79
5700-5799: Transfers Of Direct Costs	LCFF	31,650.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	54,493.20
None Specified	LCFF	8,519.62
2000-2999: Classified Personnel Salaries	LCFF Equity Multiplier	195,865.23
3000-3999: Employee Benefits	LCFF Equity Multiplier	90,324.59
1000-1999: Certificated Personnel Salaries	Local Categorical	156,761.46
3000-3999: Employee Benefits	Local Categorical	73,441.00
4000-4999: Books And Supplies	Local Categorical	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	21,184.66
2000-2999: Classified Personnel Salaries	Title I	39,449.11
3000-3999: Employee Benefits	Title I	24,648.78
2000-2999: Classified Personnel Salaries	Title I Part D	90,939.60
3000-3999: Employee Benefits	Title I Part D	42,028.29
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	26,479.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	265,689.32
Goal 2	490,878.19
Goal 3	184,658.80
Goal 4	277,625.58

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
Juanito Tamayo	Other School Staff
Evie Freeman	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
Ian Graves	Secondary Student
Jaden Graves	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

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 04/24/2026.

Attested:

Principal, John Luis on 4/24/2026

SSC Chairperson, Kristina Garza-Quezada on 4/24/2026