

Petersen Alternative Center for Education at John B Allard

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.
Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Petersen Alternative Center for Education at John B Allard
Street	3113 Mitchell Road
City, State, Zip	Ceres, CA 95307
Phone Number	(209) 238-6716
Principal	John Luis
Email Address	jluis@stancoe.org
School Website	https://www.stancoe.org/pace
Grade Span	6-12
County-District-School (CDS) Code	50 10504 5030226

2024-25 District Contact Information

District Name	Stanislaus County Office of Education
Phone Number	(209) 238-1700
Superintendent	Scott Kuykendall
Email Address	skuykendall@stancoe.org
District Website	www.stancoe.org

2024-25 School Description and Mission Statement

The Petersen Alternative Center for Education (PACE) is located in Ceres, California. It is a court/community school program, operated by the Stanislaus County Office of Education (SCOE). We operate community school classrooms for grades 6-12 and Independent Study classes for all grade levels. Included under the PACE umbrella of schools is the Stanislaus County West Campus where we provide an educational program for incarcerated youth. We are committed to providing the students in our program a quality education. We are WASC accredited and strive to meet the many and diverse needs of all our students. Our students have access to community resources through the Stanislaus County Sheriff's Office and other community entities. Students attending PACE are able to meet the requirements of expulsion plans to return to comprehensive sites or graduate from PACE. Students released from the West Campus often come to PACE for continued educational services or return to their comprehensive sites. The teachers and staff are committed to working with the individual student to accomplish their goals for the future. Onsite services include Mental Health clinicians, Student Support Advocates and a Career Navigator.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	1
Grade 7	4
Grade 8	13
Grade 9	8
Grade 10	20
Grade 11	29
Grade 12	42
Total Enrollment	117

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	37.6
Male	61.5
Non-Binary	0.9
Asian	0.9
Black or African American	4.3
Hispanic or Latino	74.4
Native Hawaiian or Pacific Islander	0.9
Two or More Races	0.9
White	17.9
English Learners	21.4
Foster Youth	1.7
Homeless	6.8
Socioeconomically Disadvantaged	88
Students with Disabilities	21.4

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.20	12.81	84.70	44.70	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.20	2.26	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.60	5.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	8.70	87.19	62.80	33.12	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	28.00	14.80	18854.30	6.86
Total Teaching Positions	9.90	100.00	189.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.30	16.57	89.60	50.47	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	6.76	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.70	1.54	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.00	83.43	54.50	30.69	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	18.70	10.54	15831.90	5.67
Total Teaching Positions	8.30	100.00	177.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.70	13.73	75.20	50.89	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	14.80	10.01	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.90	4.02	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.60	86.27	41.00	27.77	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	10.80	7.31	14303.80	5.15
Total Teaching Positions	5.30	100.00	147.80	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	8.70	7.00	4.6
Total Out-of-Field Teachers	8.70	7.00	4.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.20	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Stanislaus County Office of Education school sites utilize Edmentum for our curriculum needs.

Year and month in which the data were collected

8/2021 (Edmentum/StudySync) 8/2024
(Subject.com)

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edmentum English II Edmentum English III Edmentum English IV Edmentum English I Subject.com ELA: English I A/B English II A/B English III A/B English IV A/B	Yes	0
Mathematics	Edmentum Algebra 1A Edmentum Algebra 1B Edmentum Algebra 1 Edmentum Algebra 2 Edmentum Calculus Honors Edmentum Geometry Edmentum Pre Calculus Edmentum Liberal Arts Mathematics Edmentum Advanced Alg Financial App Subject.com ELA: English I A/B English II A/B English III A/B English IV A/B	Yes	0

Science	Edmentum Biology Edmentum Anatomy & Physiology Edmentum Physical Science Edmentum Earth Space Science Edmentum Physics Edmentum Chemistry Subject.com Biology A/B Chemistry A/B Physics A/B Intro to Engineering A/B	Yes	0
History-Social Science	Edmentum United States American History Edmentum World History Edmentum United States American Government Subject.com US History World History Economics US Government & Politics	Yes	0
Foreign Language	Edmentum French I Edmentum French II Edmentum Spanish I Edmentum Spanish II Edmentum Spanish for Spanish Speakers	Yes	0
Health	Edmentum Health Science Subject.com CA Health (SB224)	Yes	0
Visual and Performing Arts	Edmentum Art History & Criticism Subject.com Music Production and Digital Media	Yes	0

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

School Facility Conditions and Planned Improvements

We have six classrooms for student use: Three rooms are used by students and staff for Independent Study; Three rooms are currently used for high school and middle school students; Two rooms are used for Special Education/Resources Specialist purposes, as well as, a curriculum office housing texts and library books. One office is provided for the School Resource Officer (SRO). Each classroom is equipped with Promethean boards and white boards. We have a counseling office, Principal's office and a Healthy Start resource space. The site has one full time janitor who maintains the buildings. SCOE provides landscape maintenance and also is available for facility maintenance and repairs that are beyond the scope of the janitor. He is able to do deep cleaning procedures after students are gone on a rotating basis in the classrooms and offices.

Year and month of the most recent FIT report

1/3/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Repair cracks in asphalt / parking lot

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	5	0	28	26	46	47
Mathematics (grades 3-8 and 11)	0	0	19	25	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	101	43	42.57	57.43	0.00
Female	45	24	53.33	46.67	0.00
Male	55	19	34.55	65.45	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	75	31	41.33	58.67	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	9	52.94	47.06	--
English Learners	25	10	40.00	60.00	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	91	38	41.76	58.24	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	8	57.14	42.86	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	99	44	44.44	55.56	0.00
Female	45	24	53.33	46.67	0.00
Male	53	20	37.74	62.26	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	74	32	43.24	56.76	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	9	52.94	47.06	--
English Learners	25	11	44.00	56.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	39	43.82	56.18	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	8	57.14	42.86	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	0.00	0.00	2.22	6.59	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	35	49.30	50.70	0.00
Female	23	12	52.17	47.83	0.00
Male	48	23	47.92	52.08	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	52	26	50.00	50.00	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	8	57.14	42.86	--
English Learners	22	13	59.09	40.91	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	34	51.52	48.48	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	10	76.92	23.08	--

2023-24 Career Technical Education Programs

CTE Small Engines

*Stanislaus Military Academy students are transported by staff to the PACE school site to participate in Small Engines

CTE Floral

Welding

Woodshop

*Students are transported by staff to the Stanislaus Military Academy school site to participate in both Welding and Woodshop

Digital Arts (PACE and Juvenile Hall)

Culinary Arts (Juvenile Hall)

Truck Driving (Juvenile Hall)

We are an alternative education site. We do not have a capstone course due to the inconsistent enrollment at the site.

Primary Representative for SCOE's CTE advisory committee is Kevin Fox.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	17
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	12	12	12	11

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parent involvement is welcomed at PACE. We believe that a team approach in working with students is effective and welcome parent input on any student or school issues. Parents are encouraged to participate in the School Site Council. Parents are welcome to come in to discuss areas of concern with teachers and/or administration. Each day, parents receive a personal call from the Student Support Advocate if their student is not at school. This is to build and maintain relationships between family and school while supporting any need of resources. We have an annual Open House every fall and spring semester. We have implemented School Messenger, an automated phone calling system, to notify parents of attendance information as well as announce events and update them on school policies and procedures.

Contact Person Name: John Luis

Contact Person Phone Number: 209-238-6716

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	58.3	59.1	59.1	44.3	40.1	58.7	7.8	8.2	8.9
Graduation Rate	22.9	6.8	32.6	30.7	31.8	37.2	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	46	15	32.6
Female	16	8	50.0
Male	30	7	23.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	34	12	35.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	44	15	34.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	300	257	160	62.3
Female	101	92	56	60.9
Male	197	164	104	63.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	19	17	10	58.8
Filipino	--	--	--	--
Hispanic or Latino	223	192	118	61.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	44	37	22	59.5
English Learners	72	60	35	58.3
Foster Youth	--	--	--	--
Homeless	15	14	9	64.3
Socioeconomically Disadvantaged	268	233	149	63.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	62	47	35	74.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.56	5.36	9	2.38	3.39	2.43	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.00	0.00
Female	10.89	0.00
Male	8.12	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.26	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.87	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.55	0.00
English Learners	8.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.70	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.90	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

We have formed partnerships with the Stanislaus County Sheriff's Office. One Sheriff's deputy is on campus 5 days a week. We use a progressive discipline system which emphasizes teacher attempts to resolve the situation before sending the

2024-25 School Safety Plan

offending student to the office. As the number or severity of an offense occurs, additional consequences are issued; which may include suspension from school, referral to the Probation for legal issues, or referral to our Independent Study program. All classrooms are wired into a Bogan System, which allows for direct communication with office personnel in an emergency situation. We use cameras inside and outside the classrooms to assist with the supervision of our clientele.

Our site receives annual reviews of safety by the SCOE maintenance staff, the Modesto Fire Department, and a representative from our insurance company. Our custodian and Principal are active members of the SCOE Safety Committee. Site concerns are handled immediately by our custodian or members from the SCOE maintenance team. Our Site Safety team meets twice a year and we have fire drills once per month, as directed by Stanislaus County Fire Marshall. The School Safety Plan is reviewed three to four times a year with staff during meetings. We also conduct multiple drills of its key elements throughout the school year - the first being at the site's initial teacher meeting in August. Specifically, procedures for duck and cover, lockdown, evacuation, earthquake, and fire. The Incident Response Team diagram / outline is also reviewed and shown where it can be found for each teacher and in each classroom.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	39		
Mathematics	5	15		
Science	3	24		
Social Science	3	31		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	31		
Mathematics	5	14		
Science	4	19		
Social Science	4	24		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	45		
Mathematics	3	29		
Science	3	27		
Social Science	2	46		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	234

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$25647.72	\$3,132.70	\$22,515.02	\$109,348.44
District	N/A	N/A	\$5,036.09	
Percent Difference - School Site and District	N/A	N/A	126.9	
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	70.6	5.0

Fiscal Year 2023-24 Types of Services Funded

Foster Youth
 Miri Center Counseling
 PBIS
 Student Support Advocate
 On Site SRO/Stanislaus County Sheriff's Office
 Social Emotional Learning / Art
 Board Certified Behavior Analyst
 Student Support Advocate
 Career Navigator

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Professional development opportunities are coordinated and conducted twice monthly on early release days focused on instruction to improve student achievement. Topics include but are not limited to new laws and procedures, local organization presentations, educational platform training, EL strategies, artificial intelligence, and Ethnic Studies. Principals and other division leadership staff offer faculty opportunities to attend conferences on subject related areas. It is a division goal for all staff members to feel confident about the curriculum they are teaching as well as to provide opportunities for the staff to learn ways to more effectively serve our alternative education population academically, emotionally, and physically.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	18