

# Petersen Alternative Center for Education at John B Allard

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### 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.

## 2025-26 School Contact Information

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

## 2025-26 District Contact Information

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

## 2025-26 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 7-12 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

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	2
Grade 7	14
Grade 8	34
Grade 9	25
Grade 10	29
Grade 11	27
Grade 12	13
<b>Total Enrollment</b>	<b>144</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.6
Male	58.7
Non-Binary	0.7
American Indian or Alaska Native	0.7
Black or African American	3.6
Hispanic or Latino	76.8
Native Hawaiian or Pacific Islander	0.7
Two or More Races	0.7
White	16.7
English Learners	23.9
Foster Youth	1.4
Homeless	3.6
Socioeconomically Disadvantaged	86.2
Students with Disabilities	13.8

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.3	16.57	89.6	50.47	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	12	6.76	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	2.7	1.54	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	7	83.43	54.5	30.69	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	18.7	10.54	15831.9	5.67
<b>Total Teaching Positions</b>	8.3	100	177.5	100	279044.8	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.7	13.73	75.2	50.89	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	14.8	10.01	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	5.9	4.02	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.6	86.27	41	27.77	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	10.8	7.31	14303.8	5.15
<b>Total Teaching Positions</b>	5.3	100	147.8	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.1	26.91	67.8	47.25	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	12.9	9.05	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	10	6.99	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.8	72.84	38.3	26.69	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0.25	14.3	10	13705.8	4.91
<b>Total Teaching Positions</b>	7.9	100	143.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	7.00	4.6	5.8
<b>Total Out-of-Field Teachers</b>	7.00	4.6	5.8

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

<b>Year and month in which the data were collected</b>	8/2021 (Edmentum/StudySync) 8/2024 (Subject.com)
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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	0
<b>Mathematics</b>	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  Math Nation	0

<b>Science</b>	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	0
<b>History-Social Science</b>	Edmentum United States American History Edmentum World History Edmentum United States American Government  Subject.com US History World History Economics US Government & Politics	0
<b>Foreign Language</b>	Edmentum French I Edmentum French II Edmentum Spanish I Edmentum Spanish II Edmentum Spanish for Spanish Speakers	0
<b>Health</b>	Edmentum Health Science  Subject.com CA Health (SB224)	0
<b>Visual and Performing Arts</b>	Edmentum Art History & Criticism  Subject.com Music Production and Digital Media	0

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

## School Facility Conditions and Planned Improvements

We have seven classrooms for student use: Three for the community school and two for Independent Study. One classroom is used to provide a social and emotional support space for students. One classroom is used for our eSports program. Offices are provided for the School Resource Officer (SRO), mental health clinicians (2), Nurse, Career Navigator, Student Support Advocate (SSA), Guidance Technician, Administrative Assistant, and Principal.

Each classroom is equipped with Promethean boards and whiteboards. The site has one full time janitor who maintains the buildings. SCOE provides landscape maintenance and is available for facility maintenance and repairs that are beyond the scope of the janitor. This position is responsible for the general upkeep and deep cleaning of classrooms and offices on a rotating, after-hours basis.

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

12/8/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	0	6	26	29	47	48
<b>Mathematics</b> (grades 3-8 and 11)	0	2	25	22	35	37

## 2024-25 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	81	48	59.26	40.74	6.25
Female	35	25	71.43	28.57	4.00
Male	46	23	50.00	50.00	8.70
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	59	36	61.02	38.98	2.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	9	60.00	40.00	--
English Learners	20	10	50.00	50.00	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	74	41	55.41	44.59	7.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 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
<b>All Students</b>	80	48	60.00	40.00	2.08
<b>Female</b>	34	25	73.53	26.47	4.00
<b>Male</b>	46	23	50.00	50.00	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	58	36	62.07	37.93	2.78
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	15	9	60.00	40.00	--
<b>English Learners</b>	20	10	50.00	50.00	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	73	42	57.53	42.47	2.38
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	0	0	6.59	1.19	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	33	64.71	35.29	0.00
Female	24	18	75.00	25.00	0.00
Male	27	15	55.56	44.44	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	36	25	69.44	30.56	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	8	57.14	42.86	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	27	62.79	37.21	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 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 Woodshop

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

CTE Floral

Art

Culinary Arts (West Campus and PACE)

Digital Arts (West Campus)

Truck Driving (West Campus)

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.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	71
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	4.2

## 2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	74.14
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.

## 2024-25 California Physical Fitness Test Participation Rates

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 7	--	--	--	--	--
Grade 9		100	100	93.8	100

## 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.

## 2025-26 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, email and text messaging 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	59.1	58.7	45	40.1	42.9	48.5	8.2	8.9	8
Graduation Rate	6.8	32.6	47.5	31.8	37.2	32.2	86.2	86.4	87.5

## 2024-25 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	40	19	47.5
<b>Female</b>	17	11	64.7
<b>Male</b>	22	7	31.8
<b>Non-Binary</b>	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	33	15	45.5
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	40	19	47.5
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	251	207	151	72.9
Female	99	84	61	72.6
Male	151	122	90	73.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	12	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	179	155	115	74.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	44	33	22	66.7
English Learners	62	51	38	74.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	200	162	116	71.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	41	32	21	65.6

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.36	9	2.39	3.39	2.43	2.07	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.39	0.00
Female	3.03	0.00
Male	1.99	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.79	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.27	0.00
English Learners	1.61	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.32	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.

## 2025-26 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 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 and safety of our students.

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.

The Comprehensive School Safety Plan was developed through stakeholder input, in collaboration with law enforcement and first responders, and adopted by the governing board on March 12, 2024.

## 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	0	0
Mathematics	5	14	0	0
Science	4	19	0	0
Social Science	4	24	0	0

## 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		

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	57		
Mathematics	3	33		
Science	3	34		
Social Science	3	40		

## 2024-25 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

## 2024-25 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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	21348.07	6045.04	15303.03	110463.06
<b>District</b>	N/A	N/A	\$5,036.09	
<b>Percent Difference - School Site and District</b>	N/A	N/A	101.0	
<b>State</b>	N/A	N/A	\$11,146	
<b>Percent Difference - School Site and State</b>	N/A	N/A	34.8	5.0

## Fiscal Year 2024-25 Types of Services Funded

PACE funds a comprehensive suite of services that provides holistic student support, covering mental health, behavioral intervention, physical wellness, and college/career readiness.

Direct student support includes a Student Support Advocate for navigating challenges and a Board Certified Behavior Analyst for behavioral health interventions. The social-emotional foundation is strengthened through Social Emotional Learning (SEL) programs, often integrating Art to facilitate expression.

For safety and partnership, PACE provides an On-Site School Resource Officer (SRO) from the Stanislaus County Sheriff's Office and employs a Nurse to address physical health needs.

PACE prepares students for the future through dedicated career services, utilizing a Career and Education Technology Coach to build relevant skills and a Career Navigator to guide post-secondary transition.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## 2024-25 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	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
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Professional development opportunities are coordinated and conducted twice monthly and focused on instruction to improve student achievement. Topics include but are not limited to new laws and procedures, 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.

An Instructional Coach is utilized as a cornerstone of this strategy, performing a vital, non-evaluative role focused exclusively on elevating the quality of teaching and learning at the school site. This position functions as a job-embedded professional development resource, ensuring the consistent implementation of best practices and the maximization of student outcomes.

The scope of the Instructional Coach's impact is defined by core responsibilities, including:

- \*Targeted Coaching and Mentoring
- \*Curriculum and Standards Implementation
- \*Modeling of Best Practices
- \*Data Analysis and Action Planning
- \* Facilitation of Resources and Training

Through the deployment of this comprehensive support structure, the Instructional Coach is instrumental in fostering a robust culture of continuous instructional improvement, thereby ensuring that every student benefits from highly effective and engaging instruction.

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

**Professional Development**

<b>Subject</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	18	18	19