

# Stanislaus County Alternative Charter

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Stanislaus County Alternative Charter
<b>Street</b>	1325 H Street Suite B
<b>City, State, Zip</b>	Modesto
<b>Phone Number</b>	209- 238 -8650
<b>Principal</b>	Marcelo Briones
<b>Email Address</b>	MBriones@stancoe.org
<b>School Website</b>	<a href="https://www.stancoe.org/cbk">https://www.stancoe.org/cbk</a>
<b>County-District-School (CDS) Code</b>	50-10504-0129023

## 2023-24 District Contact Information

<b>District Name</b>	Stanislaus COE - Stanislaus Alternative Charter School
<b>Phone Number</b>	2092381507
<b>Superintendent</b>	Scott Kuykendall
<b>Email Address</b>	skuykendall@stancoe.org
<b>District Website</b>	stancoe.org

## 2023-24 School Description and Mission Statement

Come Back Kids offers students 18 and older a rigorous high school academic program that is flexible, customized, and focused. Students are enrolled in classes according to identified individual areas of need. Choices of courses are available online and all courses offer support from teachers. Come Back Kids helps to reduce the Stanislaus County high school drop-out rate, assists every student with an Individualized Learning Plan and Career Plan as they work towards earning a high school diploma. The school environment is one in which communication and success are fostered, accomplished, and celebrated.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 12	552
Total Enrollment	552

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	65.6%
Male	34.2%
American Indian or Alaska Native	1.8%
Asian	3.4%
Black or African American	6.2%
Filipino	0.4%
Hispanic or Latino	61.2%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	1.8%
White	23.9%
English Learners	5.6%
Foster Youth	0.4%
Homeless	2.7%
Socioeconomically Disadvantaged	74.8%
Students with Disabilities	2.4%

#### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.20	14.16	84.70	44.70	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.20	2.26	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	9.60	5.11	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	31.70	85.81	62.80	33.12	12115.80	4.41
<b>Unknown</b>	0.00	0.00	28.00	14.80	18854.30	6.86
<b>Total Teaching Positions</b>	37.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.70	16.85	89.60	50.47	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	12.00	6.76	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.70	1.54	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	28.20	83.12	54.50	30.69	11953.10	4.28
<b>Unknown</b>	0.00	0.00	18.70	10.54	15831.90	5.67
<b>Total Teaching Positions</b>	34.00	100.00	177.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	31.60	28.20
<b>Total Out-of-Field Teachers</b>	<b>31.70</b>	<b>28.20</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		10/15	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edmentum California English 09 A / 2021 Edmentum California English 09 B /2021 Edmentum California English 10 A /2021 Edmentum California English 10B /2021	Yes	0

	Edmentum California English 11 A /2021 Edmentum California English 11 B/ 2021 Edmentum California English 12 A/2021 Edmentum California English 12 B/ 2021		
<b>Mathematics</b>	Edmentum California Algebra 1A / 2021 Edmentum California Algebra 1B / 2021 Edmentum Integrated Math 1A /2021 Edmentum Integrated Math 1B /2021 Algebra 1B Extended /2021 Algebra 1A Extended /2021 Edmentum Accelerate to California Geometry /2021 Edmentum Accelerate to Algebra 1 /2021 Edmentum Accelerate to California Algebra II A /2021 Edmentum Accelerate to California Algebra II B /2021 Edmentum California Algebra II A /2021 Edmentum California Algebra II B /2021 Edmentum Geometry B /2021 Edmentum Geometry A /2021 Edmentum Consumer Mathematics /2021 Edmentum Financial Mathematics A /2021 Edmentum Financial Mathematics B /2021 Edmentum Integrated Math 2 A /2021 Edmentum Integrated Math 2 B /2021 Edmentum Integrated Math 3 A /2021 Edmentum Integrated Math 3 B /2021 Edmentum Precalculus A /2021 Edmentum Precalculus B /2021 Edmentum Probability & Statistics /2021	Yes	0
<b>Science</b>	Edmentum Biology with Lab A /2021 Edmentum Biology with Lab B /2021 Edmentum Biology with Virtual Lab A /2021 Edmentum Biology with Virtual Lab B/2021 Edmentum Chemistry A/ 2021 Edmentum Chemistry B/2021 Edmentum High School Earth and Space Science A /2021 Edmentum High School Earth and Space Science B/2021 Edmentum Integrated Physics & Chemistry /2021 Edmentum Integrated Physics & Chemistry /2021 Edmentum Physics A /2021 Edmentum Physics B/2021 Edmentum Environmental Science A/2021 Edmentum Environmental Science B/2021	Yes	0
<b>History-Social Science</b>	Edmentum World History A /2021 Edmentum World History B/ 2021 Edmentum US History A/ 2021 Edmentum US History B/2021 Edmentum US Government /2021 Edmentum Economics /2021	Yes	0
<b>Foreign Language</b>	Edmentum American Sign Language (ASL) 1 A /2021	Yes	0

	Edmentum American Sign Language (ASL) 1 B /2021 Edmentum French 1 A /2021 Edmentum French 1 B/2021 Edmentum French 2 A /2021 Edmentum French 2 B /2021 Edmentum German 1 A/ 2021 Edmentum German 1 B/ 2021 Edmentum German 2 A/ 2021 Edmentum German 2 B/ 2021 Edmentum Spanish 1 A/ 2021 Edmentum Spanish 1 B/ 2021 Edmentum Spanish 2 A/ 2021 Edmentum Spanish 2 B/ 2021 Edmentum Spanish 3 A/2021 Edmentum Spanish 3 B/ 2021		
<b>Health</b>	Edmentum CA Nutrition and Wellness /2021 Edmentum Health 1: Life Management /2021	Yes	0
<b>Visual and Performing Arts</b>	Edmentum Art History & Appreciation /2021 Edmentum Music Appreciation /2021 Edmentum Introduction to Visual Arts /2021 Edmentum Theater, Cinema & Film Production /2021	Yes	0

## School Facility Conditions and Planned Improvements

A Facility Inspection Tool (FIT) conditions evaluation was conducted at the Comebak Kids Site at 1325 H Street, Modesto California on December 6, 2023. During the evaluation, CBK received an Exemplary review with a percentage score of 99.31%. Facilities staff addressed all custodial or grounds related issues noted including monthly fire extinguisher checks.

**Year and month of the most recent FIT report**

December 6, 2023

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			New Surge suppressors through the offices/move microwave and toaster to wall and plug into outlet. This has been addressed and corrected.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			All stororage racks need to be secured to wall or together, or remove top items from shelves. This has been addressed and corrected.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## 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.

Percentages are not calculated 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)						46
<b>Mathematics</b> (grades 3-8 and 11)						34



## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	3.96	4.48	4.46	2.22	29.47	30.29

## 2022-23 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	97	67	69.07	30.93	4.48
Female	58	44	75.86	24.14	4.55
Male	38	22	57.89	42.11	4.55
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	61	40	65.57	34.43	2.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	13	76.47	23.53	0.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	62	72.94	27.06	3.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2022-23 Career Technical Education Programs

Programs offered that are specifically focused on career preparation and or preparation for work:

\*A Career Navigator currently employed who focuses specifically on helping students with career preparation and job-ready skill sets.

\*One-on-one time as well as group time available for all students to get assistance in the area of college and career preparation

\*We have a partnership with the Northern California Construction and Trades (NCCT) which gives our eligible students the ability to earn valuable construction trade skills that make them very marketable in a short amount of time.

How these programs are integrated with academic courses and how they support academic achievement:

\*The Career Navigator is available to meet with the students Mon-Fri.

\*The Career Navigator speaks at each of our school orientation meetings and students are informed about all of the services available to them as students enrolled in our school

How does the school address the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students:

\*Our partnership with the NCCT is unique and a special opportunity for our students that they would not otherwise have.

The measurable outcomes of these programs and classes, and how they are evaluated:

\*We are collecting ongoing data to document how many of our students are taking advantage of our services and also to guide us in making decisions in the future for additional services to offer.

\*We evaluate our success by looking at the data and seeing an upward trend in the number of students utilizing the services as well as the number of students obtaining employment.

State the primary representative of the district's CTE advisory committee and the industries represented on the committee:

\*The primary representative of the district's CTE advisory committee is Kevin Fox.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	78
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	48.37
2021-22 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.

#### 2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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
-------------	----------------------------------	--	---	---	-----------------------------

## 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.

#### 2023-24 Opportunities for Parental Involvement

While at SCAC/CBK students are over 18 years of age, parents of the younger adults are encouraged to participate in the educational process and school guidance. SSC and ELAC are two opportunities offered for the adult aged students. Parents are also welcome at student events and at student information workshops.

## 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	36.4	36.9	30	50.2	44.3	40.1	9.4	7.8	8.2
Graduation Rate	5.6	10.8	16.3	22.4	30.7	31.8	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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>	80	13	16.3
<b>Female</b>	47	7	14.9
<b>Male</b>	33	6	18.2
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	52	8	15.4
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	14	2	14.3
<b>English Learners</b>	11	4	36.4
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	77	13	16.9
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	978	828	255	30.8
Female	608	516	161	31.2
Male	368	310	93	30.0
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	21	16	5	31.3
Asian	31	24	2	8.3
Black or African American	51	43	11	25.6
Filipino	3	3	2	66.7
Hispanic or Latino	635	534	177	33.1
Native Hawaiian or Pacific Islander	4	4	3	75.0
Two or More Races	18	16	5	31.3
White	208	183	48	26.2
English Learners	67	59	20	33.9
Foster Youth	5	2	1	50.0
Homeless	19	18	5	27.8
Socioeconomically Disadvantaged	802	670	212	31.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	36	26	10	38.5

### 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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.28	2.38	3.39	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

The charter operates on a variety of campuses within the SCOE Ed Options division. Stanislaus County Office of Education and each site has developed a comprehensive safe school plan which is reviewed with staff and the SSC annually. The charter sites reviewed the plan in February of 2023.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	2	156		
Mathematics	2	72		
Science	2	51		
Social Science	2	168		



## 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	2	162		
Mathematics	2	49		
Science	1	40		
Social Science	2	146		

## 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	2	160	0	0
Mathematics	2	66	0	0
Science	2	71	0	0
Social Science	3	141	0	0

## 2022-23 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	184

## 2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	15,353.92	1,130.82	12,980.23	111,471.24
District	N/A	N/A	0	
Percent Difference - School Site and District	N/A	N/A	184.6	
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	65.3	

## Fiscal Year 2022-23 Types of Services Funded

Supplemental educational services available include: Para Educator Assistance, Exact Path Assesment Tool

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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		

## 2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
-----------------------------------	---

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
<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 by the curriculum and assessment consultant twice monthly focused on instruction to improve student achievement. Principals and other division leadership staff also offer the 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.

**Professional Development**

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	18