

Stanislaus Alternative Charter

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 | Stanislaus Alternative Charter |
| Street | 1325 H Street Suite B |
| City, State, Zip | Modesto |
| Phone Number | 209- 238 -8650 |
| Principal | Marcelo Briones |
| Email Address | MBriones@stancoe.org |
| School Website | https://www.stancoe.org/cbk |
| Grade Span | 9-12 |
| County-District-School (CDS) Code | 50-10504-0129023 |

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Stanislaus Alternative Charter (Come Back Kids) Mission Statement:

Come Back Kids (CBK) will help all students achieve high levels of learning by completing a rigorous, relevant, and peer-reviewed curriculum and earning a high school diploma

At Come Back Kids, we envision a school in which all staff:

2024-25 School Description and Mission Statement

- 1) collaborate with regard to procedures, policies, and instructional strategies.
- 2) make research-based decisions.
- 3) monitor student progress using relevant data.
- 4) commit to the academic success and well-being of each student

Our enrollment is currently 654 students. The ethnic makeup of our student population is 65.9% Hispanic, 20.2% White, 5.5% African American 2.8% Asian, 2.1% American Indian or Alaska Native 1.8% two or more races, .6% Native Hawaiian, and .2% Filipino. The number of students considered socioeconomically disadvantaged is 65.4% and 4.6% of the population are English Learners.

Come Back Kids offers students 16 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 and provides 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. Our students are supported by guidance counselors, a mental health clinician, a student support advocate, a para educator, and an English Language tutor. Additionally, students have access to free child care at the onsite child care center while attending their classes.

To better serve the students of Stanislaus County, Come Back Kids operates at the following SCOE locations under one CDS code as part of a single school with multiple locations:

Oakdale - 1040 Wakefield Dr, Oakdale
Patterson - 635 Walnut Ave, Patterson
Ceres – 3113 Mitchell Road, Ceres
Turlock - 2239 Geer Road, Turlock
Empire – 5255 1st Street, Empire
Modesto - 1325 H Street, Modesto

Come Back Kids underwent a full WASC Accreditation Visit in 2024. The school was awarded a 6-year accreditation until June of 2030 with a mid-cycle review.

Come Back Kids Schoolwide Learner Outcomes (SLO's)

- 1) All CBK graduates will meet the California State Requirements for graduation which form the foundation for future endeavors.
- 2) All CBK graduates will have the skills necessary to compete successfully in the 21st Century job force and/or pursue further education and/or vocational training.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 10 | 218 |
| Grade 12 | 436 |
| Total Enrollment | 654 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 65.7 |
| Male | 34.1 |
| Non-Binary | 0.2 |
| American Indian or Alaska Native | 2.1 |
| Asian | 2.8 |
| Black or African American | 5.5 |
| Filipino | 0.2 |
| Hispanic or Latino | 65.9 |
| Native Hawaiian or Pacific Islander | 0.6 |
| Two or More Races | 1.8 |
| White | 20.2 |
| English Learners | 4.6 |
| Foster Youth | 0.8 |
| Homeless | 4.6 |
| Socioeconomically Disadvantaged | 65.4 |
| Students with Disabilities | 2.1 |

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) | 5.20 | 14.16 | 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) | 31.70 | 85.81 | 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 | 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 5.70 | 16.85 | 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) | 28.20 | 83.12 | 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 | 34.00 | 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) | 4.70 | 17.17 | 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) | 22.70 | 82.83 | 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 | 27.40 | 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 | 31.60 | 28.20 | 22.7 |
| Total Out-of-Field Teachers | 31.70 | 28.20 | 22.7 |

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) | 0.00 | 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

Year and month in which the data were collected: November 2024

| 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 Edmentum California English 11 A /2021 Edmentum California English 11 B/ 2021 Edmentum California English 12 A/2021 Edmentum California English 12 B/ 2021 Subject.com: English I A/B-2024 Subject.com: English II A/B-2024 Subject.com: English III/A/B-2024 Subject.com: English IV/A/B-2024 | Yes | 0 |
| Mathematics | 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 | Yes | 0 |

| | | | |
|-------------------------------|---|-----|---|
| | <p>Edmentum Integrated Math 3 B /2021 Edmentum Precalculus A /2021 Edmentum Precalculus B /2021 Edmentum Probability & Statistics /2021 Subject.com: Algebra Foundation-2024 Subject.com: Algebra I A/B-2024 Subject.com: Algebra II A/B-2024 Subject.com: Geometry A/B-2024 Subject.com: Precalculus A/B-2024 Subject.com: Integrated I-2024 Subject.com: Integrated II-2024 Subject.com: Integrated III-2024</p> | | |
| Science | <p>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 Subject.com: Biology A/B-2024 Subject.com: Physics A/B-2024 Subject.com: Intro to Engineering A/B-2024</p> | Yes | 0 |
| History-Social Science | <p>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 Subject.com: US History A/B-2024 Subject.com: World History A/B-2024 Subject.com: Economics A/B-2024 Subject.com: US Government & Politics-2024</p> | Yes | 0 |
| Foreign Language | <p>Edmentum American Sign Language (ASL) 1 A /2021 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 Subject.com: French I-2024 Subject.com: French II-2024 Subject.com: Spanish I-2024</p> | Yes | 0 |

| | | | |
|-----------------------------------|--|-----|---|
| | Subject.com: Spanish II-2024 | | |
| Health | Edmentum CA Nutrition and Wellness /2021 Edmentum Health 1: Life Management /2021 Subject.com: CA Health (SB224)-2024 | Yes | 0 |
| Visual and Performing Arts | Edmentum Art History & Appreciation /2021 Edmentum Music Appreciation /2021 Edmentum Introduction to Visual Arts /2021 Edmentum Theater, Cinema & Film Production /2021 Subject.com: Music Production and Digital Media-2024 | Yes | 0 |

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

School Facility Conditions and Planned Improvements

A Facility Inspection Tool (FIT) conditions evaluation was conducted at the Comeback Kids Site at 1325 H Street, Modesto, California on December 13, 2024. During the evaluation, CBK received a rating of "Good" with a percentage score of 98.68% for the registration area and a 98.61% for the teacher offices. 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 13, 2024

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | New Surge suppressors throughout the offices. This has been addressed. New Surge Suppressors are being ordered. |
| 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 | | | Exterior tile wall near breakroom is leaking. Custodial staff is addressing this issue. |

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) | | | | | 46 | |
| Mathematics (grades 3-8 and 11) | | | | | 34 | |

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 | | | | | |
| 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 | | | | | |

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 | | | | | |
| 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 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) | 4.48 | 7.02 | 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 | 79 | 57 | 72.15 | 27.85 | 7.02 |
| Female | 46 | 34 | 73.91 | 26.09 | 5.88 |
| Male | 33 | 23 | 69.70 | 30.30 | 8.70 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 47 | 35 | 74.47 | 25.53 | 0.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 23 | 16 | 69.57 | 30.43 | 18.75 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 58 | 41 | 70.69 | 29.31 | 4.88 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2023-24 Career Technical Education Programs

Stanislaus Alternative Charter is committed to preparing students for career pathways and workforce readiness through a wide range of programs and initiatives. A full-time Career Navigator is employed to provide individualized and group guidance on job readiness, college preparation, career exploration, and employability skills, ensuring students are equipped to meet the demands of the modern workforce.

Students also benefit from partnerships with various industry and educational entities, including:

- Northern California Construction and Trades (in partnership with NCCT): A free pre-apprenticeship program designed to prepare students for careers in construction. Students gain hands-on training in carpentry, electrical work, plumbing, and other trades, along with specialized "boot camps" in Forklift Operation, Solar System Installation, and Hazmat Handling. These offerings provide students with a seamless transition into apprenticeships or entry-level positions, establishing a strong foundation for success in this high-demand field.
- PATCH (in partnership with Modesto Junior College): A medical pathway program that introduces students to careers such as phlebotomy, pharmacy technology, medical assisting, dental assisting, respiratory therapy, and nursing. The program includes 80 hours of hands-on instruction covering essential topics like HIPAA, OSHA, infection control, and self-management skills. Students also receive resume-building support, customer service training, and a Basic Life Support (CPR) certificate, valid for two years. PATCH connects students to post-secondary training

2023-24 Career Technical Education Programs

opportunities, helping them launch their careers in healthcare.

- **Introduction to Microsoft 365** (in partnership with Stanislaus County Office of Education Technology and Learning Resources): This boot camp introduces students to Microsoft 365 Fundamentals and Microsoft Learn, focusing on cloud technology and productivity tools. Students develop essential skills for technology-driven careers, gaining practical experience with Microsoft's suite of services.
- **Child Development Programs** (in partnership with UC Merced): This program offers training for students pursuing careers in child development and early education. Participants can work toward earning a Child Development Teacher Permit, authorizing them to provide care, development, and instruction for children in childcare settings. The program covers foundational concepts in child growth, development, and teaching strategies, preparing students for roles in education and childcare and offering pathways to advanced studies in this field.
- **Weekly Workforce Readiness Workshops**: These workshops help students develop essential skills for job acquisition, retention, and career progression. Topics include resume writing, interview techniques, professional communication, and workplace etiquette, empowering students to confidently enter the job market.
- **Financial Literacy Sessions** (in partnership with Able Works): These sessions equip students with critical life skills in budgeting, saving, investing, and credit management. Students learn to navigate financial responsibilities such as managing student loans, purchasing a home, and planning for retirement. By fostering financial stability, these sessions prepare students for long-term success.

Measuring Success and Industry Collaboration:

The primary representative of the district's Career Technical Education advisory committee is Kevin Fox, who works closely with industry leaders to ensure our programs align with current workforce demands.

The school evaluates the effectiveness of these programs by tracking participation rates, job placements, and service utilization. These metrics guide program improvements and expansion to better serve students' needs.

Stanislaus Alternative Charter's career readiness initiatives represent a comprehensive approach to workforce preparation. By combining individualized guidance, industry partnerships, and practical skill development, we are equipping our students with the tools they need for academic and career success. Our commitment to continuous improvement and industry collaboration ensures that our programs remain relevant and effective in meeting the evolving needs of both students and employers.

2023-24 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 118 |
| 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 |
|---|---------|
| 2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission | 58.26 |
| 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 |
|-------------|----------------------------------|--|---|---|-----------------------------|
|-------------|----------------------------------|--|---|---|-----------------------------|

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

While at Stanislaus Alternative Charter (CBK) the majority of the students are over 18 years of age, parents of the younger students are encouraged and invited to participate in the educational process and school guidance. School Site Council and English Learner Advisory Committee are two opportunities offered for the adult aged students and parents of younger students. Parents are also invited and welcome at student events such as in person CBK program orientations and at student information workshops for Career Technical Education (CTE) classes. These workshops opportunities occur throughout the year.

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 | 36.9 | 30.0 | 28.3 | 44.3 | 40.1 | 42.9 | 7.8 | 8.2 | 8.9 |
| Graduation Rate | 10.8 | 16.3 | 22.6 | 30.7 | 31.8 | 37.2 | 87 | 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 | 53 | 12 | 22.6 |
| Female | 20 | 6 | 30.0 |
| Male | 33 | 6 | 18.2 |
| 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 | 38 | 7 | 18.4 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | -- | -- | -- |
| White | -- | -- | -- |
| English Learners | -- | -- | -- |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 46 | 7 | 15.2 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 15 | 2 | 13.3 |

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 | 1031 | 849 | 382 | 45.0 |
| Female | 637 | 534 | 230 | 43.1 |
| Male | 391 | 313 | 152 | 48.6 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | 18 | 15 | 9 | 60.0 |
| Asian | 25 | 23 | 12 | 52.2 |
| Black or African American | 58 | 47 | 29 | 61.7 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 668 | 545 | 234 | 42.9 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 19 | 16 | 11 | 68.8 |
| White | 222 | 186 | 79 | 42.5 |
| English Learners | 52 | 48 | 19 | 39.6 |
| Foster Youth | 13 | -- | -- | -- |
| Homeless | 75 | 48 | 28 | 58.3 |
| Socioeconomically Disadvantaged | 735 | 594 | 293 | 49.3 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 38 | 29 | 17 | 58.6 |

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 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 | 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 | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 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 | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 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

The Stanislaus Alternative Charter operates on a variety of campuses within the SCOE Educational 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.

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 | | |
| Mathematics | 2 | 66 | | |
| Science | 2 | 71 | | |
| Social Science | 3 | 141 | | |

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 | 163 | | |
| Mathematics | 2 | 87 | | |
| Science | 2 | 73 | | |
| Social Science | 4 | 133 | | |

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 | 327 |

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) | 3 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1 |
| Other | |

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 | 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 | \$10,771 | |
| Percent Difference - School Site and State | N/A | N/A | 18.6 | |

Fiscal Year 2023-24 Types of Services Funded

Supplemental educational services available at CBK include:

Full-time Mental Health Clinician
Career Navigator

Fiscal Year 2023-24 Types of Services Funded

Para Educator Assistance
 Online curriculum through Edmentum and/or Subject.com
 Exact Path Assessment Tool
 Chromebooks for students
 Onsite Child Care Center
 Various CTE Courses

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 |
|-----------------------------------|---|

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 by the Digital Curriculum Director 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 students academically and emotionally.

Site Professional Learning Team (PLT) meetings occur monthly. Site PLT topics include:

- Discussions on test scores/progress
- Student academic needs/curriculum
- Student mental health needs
- Guest Speakers

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 | 20 | 18 | 18 |