Stanislaus Alternative Charter

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/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.

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/.

2025-26 School Contact Information

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

2025-26 District Contact Information

District Name	Stanislaus COE - Stanislaus Alternative Charter School
Phone Number	209 - 238 - 1507
Superintendent	Scott Kuykendall
Email Address	skuykendall@stancoe.org
District Website	stancoe.org

2025-26 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:

1) collaborate with regard to procedures, policies, and instructional strategies.

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	0
Grade 10	333
Grade 12	318
Total Enrollment	651

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	64.2
Male	35.3
Non-Binary	0.5
American Indian or Alaska Native	1.1
Asian	2.3
Black or African American	5.5
Filipino	0.2
Hispanic or Latino	66.8
Native Hawaiian or Pacific Islander	1.1
Two or More Races	1.4
White	20.7
English Learners	5.4
Foster Youth	1.2
Homeless	5.4
Socioeconomically Disadvantaged	71.3
Students with Disabilities	4.5

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.7	16.85	89.6	50.47	234405.2	84
Intern Credential Holders Properly Assigned	0	0	12	6.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.7	1.54	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	28.2	83.12	54.5	30.69	11953.1	4.28
Unknown/Incomplete/NA	0	0	18.7	10.54	15831.9	5.67
Total Teaching Positions	34	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.7	17.17	75.2	50.89	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	14.8	10.01	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.9	4.02	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	22.7	82.83	41	27.77	11746.9	4.23
Unknown/Incomplete/NA	0	0	10.8	7.31	14303.8	5.15
Total Teaching Positions	27.4	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.3	14.12	67.8	47.25	230039.4	100
Intern Credential Holders Properly Assigned	0	0	12.9	9.05	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	10	6.99	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	20.1	84.87	38.3	26.69	12112.8	4.34
Unknown/Incomplete/NA	0.2	1.01	14.3	10	13705.8	4.91
Total Teaching Positions	23.7	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
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	28.20	22.7	20.1
Total Out-of-Field Teachers	28.20	22.7	20.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	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

Year and month in which the data were collected	November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	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 Edmentum Integrated Math 3 B /2021 Edmentum Precalculus A /2021	0

	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	
Science	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	0
History-Social Science	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	0
Foreign Language	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 Subject.com: Spanish II-2024	0

Health	Edmentum CA Nutrition and Wellness /2021 Edmentum Health 1: Life Management /2021 Subject.com: CA Health (SB224)-2024	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	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 November 19. 2025. During the evaluation, CBK received a rating of "Good" with a percentage score of 98.08% 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			Ceiling Tile in Simmons office; Replace damaged ceiling Tiles, floor needs to be evaluated for replacement in cubicle work stations; Ceiling Tiles in office
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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
English Language Arts/Literacy (grades 3-8 and 11)					47	48
Mathematics (grades 3-8 and 11)					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					
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					

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
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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	7.02	0	6.59	1.87	30.73	32.52

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	38	19	50.00	50.00	0.00
Female	25	15	60.00	40.00	0.00
Male	13	4	30.77	69.23	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	22	8	36.36	63.64	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	6	54.55	45.45	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	14	50.00	50.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2024-25 Career Technical Education Programs

Stanislaus Alternative Charter is committed to preparing students for college, career pathways, and workforce readiness through a wide range of programs and initiatives. A full-time Career Navigator provides individualized and small-group guidance in 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 industry and higher education partners, including:

- Northern California Construction and Trades (NCCT) – A free pre-apprenticeship program that prepares students for careers in construction. Students gain hands-on training in carpentry, electrical work, plumbing, and other trades, and may participate in specialized “boot camps” such as Forklift Operation, Solar System Installation, and Hazmat Handling. These offerings help students transition smoothly into apprenticeships or entry-level positions in a 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 HIPAA, OSHA, infection control, and self-management skills. Students also receive resume-building support, customer service training, and a Basic Life

2024-25 Career Technical Education Programs

Support (CPR) certificate valid for two years. PATCH connects students to postsecondary training opportunities and helps launch careers in healthcare.

- Introduction to Microsoft 365 (in partnership with SCOE Technology and Learning Resources) – A boot camp that introduces students to Microsoft 365 Fundamentals and Microsoft Learn, with a focus on cloud technology and productivity tools. Students gain practical experience with Microsoft's suite of services and build essential skills for technology-driven careers.

- Child Development Programs (in partnership with UC Merced) – A pathway for students interested in careers in child development and early education. Participants can work toward a Child Development Teacher Permit, authorizing them to provide care, development, and instruction for children in childcare and early learning settings. The program covers child growth and development, foundational teaching strategies, and pathways to advanced study in education and childcare.

- Weekly Workforce Readiness Workshops – Ongoing workshops that build essential skills for job acquisition, retention, and advancement. Topics include resume writing, interview techniques, professional communication, and workplace etiquette, empowering students to enter the job market with confidence.

- Financial Literacy Sessions (in partnership with Able Works) – Sessions that help students build 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, supporting long-term financial stability and success.

- Emergency Medical Technician (EMT) Program – A pathway that equips students with the knowledge and proficiency required to become certified EMTs. Students learn to evaluate, manage, and transport patients safely and effectively. Upon completion, students are prepared to take the National Registry of Emergency Medical Technicians (NREMT) exam.

Measuring Success and Industry Collaboration

The district's primary Career Technical Education advisory representative, Kevin Fox, works closely with industry partners to ensure programs remain aligned with current workforce needs. Stanislaus Alternative Charter evaluates program effectiveness by monitoring participation rates, job placement outcomes, and student use of services. These data inform continuous improvement and guide program expansion to better serve students.

Stanislaus Alternative Charter's career readiness initiatives reflect a comprehensive approach to workforce preparation. By combining individualized guidance, strong industry partnerships, and authentic skill-building experiences, the school equips students with the tools they need for both academic achievement and career success. This ongoing commitment to quality and relevance ensures programs evolve to meet the changing needs of students and employers.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	116
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	

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	59.14
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

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

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 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	30	28.3	42.5	40.1	42.9	48.5	8.2	8.9	8
Graduation Rate	16.3	22.6	25.5	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	106	27	25.5
Female	61	20	32.8
Male	45	7	15.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	65	11	16.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	21	9	42.9
English Learners	13	3	23.1
Foster Youth	--	--	--
Homeless	14	2	14.3
Socioeconomically Disadvantaged	98	23	23.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

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	1100	915	567	62.0
Female	652	557	351	63.0
Male	445	355	213	60.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	15	--	--	--
Asian	25	25	16	64.0
Black or African American	60	52	33	63.5
Filipino	--	--	--	--
Hispanic or Latino	728	607	375	61.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	17	12	70.6
White	229	188	116	61.7
English Learners	61	57	35	61.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	396	326	199	61.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	56	44	27	61.4

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
0	0	0	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	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.

2025-26 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 August of 2025.

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

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		

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	2	193		
Mathematics	2	80		
Science	2	52		
Social Science	3	170		

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	327

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)	2
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
School Site	13360.93	1854.78	11506.15	119292.68
District	N/A	N/A	0	
Percent Difference - School Site and District	N/A	N/A	184.6	
State	N/A	N/A	$11,146	
Percent Difference - School Site and State	N/A	N/A	6.6	

Fiscal Year 2024-25 Types of Services Funded

Supplemental educational services available at CBK include:

Full-time Mental Health Clinician
Career Navigator

Fiscal Year 2024-25 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
Student Support Advocate
English Learner Tutor

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
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		

2024-25 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 (PLC) are coordinated and facilitated monthly by the Digital Curriculum Director and Director of Stanislaus Alternative Charter with a continued focus on strengthening instruction and improving student achievement. In addition, principals and division leadership regularly provide staff with opportunities to attend conferences and trainings in their subject areas. As a division, we are committed to ensuring all staff feel confident in the curriculum they teach and are equipped with effective strategies to support students both academically and emotionally.

Each site also holds monthly Professional Learning Team (PLT) meetings. These meetings provide structured time for staff to collaborate and focus on topics such as:

Analysis of assessment data and student progress

Identifying student academic needs and reviewing curriculum

Addressing student mental health and behavioral supports

Learning from guest speakers and subject-matter experts

Analysis of school systems and using data to show they are producing what is desired

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

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