

Kern County Community School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Kern County Community School
Street	1300 17th Street, City Centre
City, State, Zip	Bakersfield, CA 93301
Phone Number	(661) 636-4327
Principal	Molly Mier
Email Address	momier@kern.org
School Website	www.kern.org/alted/
County-District-School (CDS) Code	15 10157 1530310

2022-23 District Contact Information

District Name	Kern County Office of Education
Phone Number	(661) 636-4624
Superintendent	Dr. Mary C. Barlow
Email Address	mabarlow@kern.org
District Website Address	www.kern.org

2022-23 School Overview

The mission of Kern County Community School is to meet the unique educational, social, and emotional needs of our diverse student population in a safe and nurturing environment to encourage students to develop an enthusiasm for life-long learning and pursue post-high school opportunities. We empower students to develop skills necessary for success in a 21st century global society. The program focuses on developing the "whole student," by emphasizing transferable skills leading to academic success and productive citizenship along with career and college readiness preparation.

Community School is designed to work closely with and support the efforts of Kern County schools and districts, parents, the Kern County probation department, and other related agencies. Academics are tailored to individual student needs and are intended to provide the foundation for educational success. The goal of Community School is to support students in becoming productive members of the community by providing quality educational opportunities. The year-round program of Community School benefits students who have experienced educational deficits during the regular school year. The student population served is primarily transitory and short term.

Community School is operated by the Kern County Superintendent of Schools Office and serves students in grades K-12. Six program locations positioned throughout the county provide support to the county's 46 school districts. Two school sites are located in Bakersfield and serve approximately 50% of the total enrollment for Community School. The other four school sites are located in Delano, Lake Isabella, Mojave, and Taft.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	1
Grade 6	2
Grade 7	5
Grade 8	12
Grade 9	96
Grade 10	77
Grade 11	89
Grade 12	47
Total Enrollment	329

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.1
Male	59.9
American Indian or Alaska Native	0.3
Asian	0.3
Black or African American	13.7
Filipino	0.6
Hispanic or Latino	67.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	17.9
English Learners	20.1
Foster Youth	2.1
Homeless	4.6
Migrant	0.0
Socioeconomically Disadvantaged	93.3
Students with Disabilities	14.9

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)	14.20	45.22	216.50	61.34	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	32.00	9.07	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	32.80	9.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	17.20	54.78	46.50	13.17	12115.80	4.41
Unknown	0.00	0.00	25.10	7.11	18854.30	6.86
Total Teaching Positions	31.40	100.00	353.10	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	17.20	
Total Out-of-Field Teachers	17.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
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	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Exact Path, Edmentum, 2020	Yes	0
	California English 9, Edmentum, 2020		
	California English 10, Edmentum, 2020		
	California English 11, Edmentum, 2020		
	California English 12, Edmentum, 2020		
Mathematics	Exact Path, Edmentum, 2020	Yes	0
	Foundations Mathematics I, Edmentum/Custom Course, 2021		
	Foundations Mathematics II, Edmentum/Custom Course, 2021		
	PLATO Course Financial Mathematics, Edmentum, 2020		
	California Algebra I Edmentum, 2020		
	California Algebra II Edmentum, 2020		
	California Geometry, Edmentum, 2020		
	PLATO Course Pre-Calculus, Edmentum, 2020		
Science	PLATO Course Biology with Virtual Labs, Edmentum, 2020	Yes	0
	High School Life Science, Edmentum/Custom Course, 2021		
	PLATO Course High School Earth and Space Science, Edmentum, 2020		
	PLATO Course Chemistry, Edmentum, 2020		
	PLATO Physics, Edmentum, 2020		
History-Social Science	PLATO Course World History, Edmentum, 2020	Yes	0
	U.S. History, Edmentum, 2020		
	PLATO Course U.S. Government, Edmentum, 2020		
	PLATO Course Economics, Edmentum, 2020		
Foreign Language	Spanish I, Edmentum, 2020	Yes	0
	Spanish II, Edmentum, 2020		
Health	Health, Edmentum, 2020	Yes	0
	Health 1: Life Management Skills, Edmentum, 2020		
Visual and Performing Arts	PLATO Course Art History and Appreciation, Edmentum, 2020	Yes	0
	PLATO Course Music Appreciation, Edmentum, 2020		

	Music Appreciation: The Enjoyment of Listening, Edmentum, 2020		
	PLATO Course Introduction to Visual Arts, Edmentum, 2020		
	Art in World Cultures, Edmentum, 2020		
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

Community School provides safe environments for student learning, utilizing classroom and independent study instructional strategies. School facilities are well maintained and provide adequate space for students and staff. The KCSOS maintenance and operations department continuously monitors school sites to ensure that classrooms and facilities are in good repair and conducive to a productive learning environment. Emergency maintenance needs are given the highest priority. A Williams Settlement notice is posted in all classrooms describing the procedures to be taken if any student, parent, staff, or community member determines a facility has not been adequately maintained.

Community Learning Center (CLC) is located in Bakersfield on the Kelly F. Blanton Student Education Center campus. CLC has space for a junior high classroom program in addition to independent study classrooms and a Learning Center for students who receive Special Education services. This school site has office space to house administrative and office staff in addition to support providers.

CLC Tech is also located on the Kelly F. Blanton Student Education Center campus. This large school site can accommodate 10 classrooms, including space for a Learning Center for students who received Special Education services. Additional office space is available for office staff, administration, and both in-house and contracted support providers.

East Kern Community School is located in Mojave and contains large classroom spaces to provide instruction through independent study. There is also front office space for clerical support and administration and a cafeteria.

Lake Isabella Community School has an office and classroom space for a teacher to meet with small groups of students.

North Kern Community School, located in Delano, has an administration building which houses three independent study offices, the Special Education Learning Center, a counselor's office, two conference rooms, a staff lounge and an independent study classroom. A separate classroom building consists of six large classrooms and a resource room. The site also has a multi-purpose building with a full kitchen and stage.

West Kern Community School is located in Taft. Depending on enrollment, one to two teachers meet the needs of the surrounding communities in an office environment. The instructional program is supported by a school clerk.

Year and month of the most recent FIT report

April 2022

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			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	8	N/A	34	N/A	47
Mathematics (grades 3-8 and 11)	N/A	2	N/A	22	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	217	162	74.65	25.35	8.02
Female	82	67	81.71	18.29	10.45
Male	135	95	70.37	29.63	6.32
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	27	20	74.07	25.93	5.00
Filipino	--	--	--	--	--
Hispanic or Latino	148	109	73.65	26.35	8.26
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	38	29	76.32	23.68	6.90
English Learners	37	26	70.27	29.73	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	204	151	74.02	25.98	7.95
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	36	27	75.00	25.00	0.00

2021-22 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	216	158	73.15	26.85	1.90
Female	80	64	80.00	20.00	3.13
Male	136	94	69.12	30.88	1.06
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	27	19	70.37	29.63	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	148	106	71.62	28.38	1.89
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	37	29	78.38	21.62	0.00
English Learners	37	26	70.27	29.73	3.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	202	146	72.28	27.72	1.37
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	35	25	71.43	28.57	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	2.78	6.56	1.9	6.35	28.5	29.47

2021-22 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	93	61	65.59	34.41	6.56
Female	34	23	67.65	32.35	4.35
Male	59	38	64.41	35.59	7.89
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	15	8	53.33	46.67	--
Filipino	0	0	0	0	0
Hispanic or Latino	61	42	68.85	31.15	4.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	17	11	64.71	35.29	9.09
English Learners	11	5	45.45	54.55	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	58	66.67	33.33	5.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	17	68	32	0

2021-22 Career Technical Education Programs

During the 2021-22 school year, KCSOS offered career courses linked to a wide range of pathways which were available to all students through the Edmentum online learning platform. These courses are supported by the academic teaching staff who together ensure linked learning opportunities and connections. A career readiness course aligned with the CTECS (Career & Technical Education Consortium of States) job readiness exam was piloted at two Community School sites. ServSafe certification is embedded into this course. KCSOS also offers a WIOA-funded JobsPlus! course for transitioning juniors and seniors to build soft skills, earn industry-recognized certifications, and allow students to participate in paid work-based learning. Junior high students participate in hands-on career readiness activities through an on-site STEM lab. Classes are also offered online and virtually, leading to industry certification in OSHA forklift safety and ServSafe. Heartsaver CPR/First Aid certification is offered in-person multiple times throughout the year to interested students.

KCSOS students earned 460 industry-recognized certifications in 2021-22. CTE certifications earned are entered into Aeries when received. KCSOS is part of the Alliance for College and Career Pathways collaborative and the Central/Mother Lode Regional Consortium that provide forums to connect with industry representatives, secure CTE funding, and to coordinate pathways between traditional high school districts, KCSOS, and the Kern Community College District. Kern Youth @ Work is also represented on the Bakersfield College Child Development Collaborative, Kern High School District's Regional Occupational Center Partners, and on the KCSOS Kern Pledge College and Career Ready inter-agency work group. Habitat for Humanity, Kern Family Healthcare, Kern Behavioral Health, Kern County Aging & Adult Services, KCSOS Transportation, KCSOS Central Kitchen, KCSOS Maintenance & Operations, and Kern County Juvenile Probation all provide pathway support and guidance as valued industry partners.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	97
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	96%	96%	96%	96%	96%
Grade 9	81%	86%	86%	84%	86%

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.

2022-23 Opportunities for Parental Involvement

Parents are considered a critical component of the educational process. All efforts are made to involve parents, beginning with a student/parent orientation conference upon initial enrollment. Community School has policies and procedures for parental contact regarding student progress and attendance. Teachers send home written performance reports as needed, and maintain contact logs to document parent/guardian telephone contacts. Parents are able to access information related to their child's attendance and performance through the Parent Portal. Community School hosts Back to School Night events each year. Parents are invited to meet with their child's teacher(s) to discuss classroom procedures, expectations, and grade level curriculum, and to visit a variety of booths that provide information regarding the available resources. Through the English Learner Advisory Committee (ELAC), information is also made available to parents regarding the importance of student attendance, various topics of concern to English learners, and participation in ELAC.

Town Hall meetings are conducted at Community School sites in Bakersfield and outlying areas to explain the LCFF/LCAP process and share data. Parents are given the opportunity to provide feedback through the electronic LCAP survey. Hard copies of the survey are made available to those that need it.

For more information regarding parental involvement opportunities, please contact Molly Mier, Director of Alternative Education, at (661) 636-4327.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		48.9	53.8		35	32.8		8.9	7.8
Graduation Rate		30	37.8		48	56.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	225	85	37.8
Female	76	41	53.9
Male	149	44	29.5
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	20	8	40.0
Filipino	--	--	--
Hispanic or Latino	165	61	37.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	34	14	41.2
English Learners	55	18	32.7
Foster Youth	12	3	25.0
Homeless	28	10	35.7
Socioeconomically Disadvantaged	224	84	37.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	41	10	24.4

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1305	971	609	62.7
Female	463	363	212	58.4
Male	842	608	397	65.3
American Indian or Alaska Native	7	4	2	50.0
Asian	3	3	1	33.3
Black or African American	159	128	90	70.3
Filipino	10	7	5	71.4
Hispanic or Latino	909	662	416	62.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	1	1	100.0
White	215	166	94	56.6
English Learners	259	182	121	66.5
Foster Youth	50	31	29	93.5
Homeless	49	35	22	62.9
Socioeconomically Disadvantaged	1218	922	591	64.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	196	154	139	90.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.47	4.09	2.45
Expulsions	0.00	0.04	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.58	8.97	0.85	4.73	0.20	3.17
Expulsions	0.00	0.00	0.00	0.01	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.97	0.00
Female	7.13	0.00
Male	9.98	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	22.64	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.37	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.51	0.00
English Learners	5.79	0.00
Foster Youth	26.00	0.00
Homeless	2.04	0.00
Socioeconomically Disadvantaged	9.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	21.43	0.00

2022-23 School Safety Plan

All Community School campuses are in good repair. School sites are neat, clean and reflect the care that has been taken to provide facilities that are conducive to teaching and learning. Safety planning committees are formed at each site to review the components of each sites Comprehensive School Safety plan. The School Safety Plan is reviewed, updated, and discussed with the school faculty yearly.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	6	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	3	1		

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	19	26	6	2
Mathematics	19	26	6	2
Science	19	26	6	2
Social Science	19	26	6	2

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	21	3	2
Mathematics	18	21	3	2
Science	18	21	3	2
Social Science	18	21	3	2

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	21	8	5	1
Mathematics	21	8	5	1
Science	21	8	5	1
Social Science	21	8	5	1

2021-22 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	78.33

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$19,473.78	\$3,868.74	\$15,604	\$80,912.78
District	N/A	N/A	N/A	N/A
Percent Difference - School Site and District	N/A	N/A	N/A	12.9
State	N/A	N/A	\$6,594	N/A
Percent Difference - School Site and State	N/A	N/A	81.2	-5.9

2021-22 Types of Services Funded

In addition to basic state funding that Community School receives to provide educational services to students, the following list describes some of the funding programs in which Community School participates:

- 1) Title I, Part A funds the salaries and benefits of transition counselors and teacher specialists.
- 2) Lottery and state textbook funds ensure there are sufficient curriculum and instructional materials.
- 3) Title II funds are utilized to ensure teacher and principal equity.
- 4) Special Education funding provides funds to pay for Special Education teachers, paraprofessionals, and program specialists, along with supplementary materials necessary for students with IEP's.
- 5) Comprehensive Support and Improvement funds are utilized to improve student outcomes.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		

2021-22 Advanced Placement (AP) Courses

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

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

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

Professional Development

The Alternative Education program regularly conducts needs assessments to determine the professional development needs of instructional staff. Input is gathered from a variety of sources including, but not limited to, surveys, observations, and student achievement data. This input is used to help guide the planned professional development each school year. During the 2021-22 school year, much of the professional development was focused on supporting teachers and paraprofessionals with implementing new Common Core State Standards-aligned curriculum, utilizing technology in the classroom, and trauma informed practices. Professional development for the 2022-23 school year will focus on providing support related to academic coaching, social-emotional curriculum, and trauma informed supports.

The Alternative Education program utilizes a variety of methods to deliver professional development and support implementation of curriculum and instructional strategies. Instructional staff attend workshops/trainings lead by the program's teacher specialists and members of the KCSOS Instructional Services department. In addition, staff may attend conferences/trainings presented by outside agencies. Follow-up and support is provided to instructional staff through formal and informal observations, coaching, mentoring, and collaboration with peers.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	1