

# Kern County Juvenile Court 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

<b>School Name</b>	Kern County Juvenile Court School
<b>Street</b>	1300 17th Street, City Centre
<b>City, State, Zip</b>	Bakersfield, CA 93301
<b>Phone Number</b>	(661) 636-4327
<b>Principal</b>	Molly Mier
<b>Email Address</b>	momier@kern.org
<b>School Website</b>	www.kern.org/alted/
<b>County-District-School (CDS) Code</b>	15 10157 1530302

## 2022-23 District Contact Information

<b>District Name</b>	Kern County Superintendent of Schools
<b>Phone Number</b>	(661) 636-4624
<b>Superintendent</b>	Dr. Mary C. Barlow
<b>Email Address</b>	mabarlow@kern.org
<b>District Website Address</b>	www.kern.org

## 2022-23 School Overview

The mission of Kern County Juvenile Court 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.

The Juvenile Court School programs are operated by the Kern County Superintendent of Schools Office. All juveniles served by Court Schools are placed by the juvenile justice system. Court School operates five separate year-round programs including four residential programs (Central School, Erwin Owen High School, Redwood High School, and the Jamison Children's Shelter School) and one non-residential program (Bridges Academy).

Central School provides educational services to students in all grades who are wards of the court and either reside in the Youth Detention Center; Pathways Academy, a female treatment camp housed in the facility; or the Furlough Treatment and Recovery Program, a short-term intervention program for wards arrested for violations of furlough.

Erwin Owen High School is a residential treatment camp that provides educational and vocational services to male juvenile offenders for average periods of four to six months. In addition to traditional academic instruction, ROP auto shop, forestry work, and animal husbandry provide work experience, vocational training, and career pathway development. Weekly pre-release conferences are conducted to ensure the student and parent aware of all supports that are in place to help the student as he transitions out of the institution.

Redwood High School is located at the Larry J. Rhodes Crossroads Facility and provides educational services to Kern County's most delinquent male youth in a boot camp-like setting. Students are committed to either a 24 or 36-week program. A construction technology class is available for students to obtain high-quality vocational training. Weekly pre-release conferences are conducted to ensure the student and parent aware of all supports that are in place to help the student as he transitions out of the institution. Also located on the Redwood campus is APEX, a Kern County Secure Youth Treatment Facility that was established to transition California Division of Juvenile Justice youth to local custody.

A. Miriam Jamison Children's Center School is housed on the grounds of a 24-hour emergency shelter for neglected and

## 2022-23 School Overview

abandoned children. The program offers short-term educational services to students in transition to foster care or other home placements.

Bridges Academy is a school-based collaborative involving Court School, the Kern County Probation Department, mental health providers, and other agencies. This program offers a structured and supervised school environment where high school students can receive vocational education and enrichment while working to complete high school requirements.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	1
Grade 7	1
Grade 8	4
Grade 9	31
Grade 10	33
Grade 11	39
Grade 12	47
<b>Total Enrollment</b>	<b>156</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	19.2
Male	80.8
American Indian or Alaska Native	0.0
Asian	0.6
Black or African American	23.1
Filipino	0.0
Hispanic or Latino	57.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	18.6
English Learners	10.9
Foster Youth	16.7
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	100.0
Students with Disabilities	26.3

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9.10	47.03	216.50	61.34	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	5.17	32.00	9.07	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	32.80	9.30	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	7.50	38.76	46.50	13.17	12115.80	4.41
<b>Unknown</b>	1.70	9.04	25.10	7.11	18854.30	6.86
<b>Total Teaching Positions</b>	19.30	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

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	
<b>Total Teachers Without Credentials and Misassignments</b>	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	7.50	
<b>Total Out-of-Field Teachers</b>	7.50	

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	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		
<b>Mathematics</b>	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		
<b>Science</b>	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		
<b>History-Social Science</b>	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		
<b>Foreign Language</b>	Spanish I, Edmentum, 2020	Yes	0
	Spanish II, Edmentum, 2020		
<b>Health</b>	Health, Edmentum, 2020	Yes	0
	Health 1: Life Management Skills, Edmentum, 2020		
<b>Visual and Performing Arts</b>	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		
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		N/A

## School Facility Conditions and Planned Improvements

The Kern County Board of Education provides for the administration and operation of Court Schools in conjunction with the Chief Probation Officer or designee. Written policies and procedures are in place to ensure communication and coordination between educators and probation staff. School facilities are well maintained and provide adequate space for students and staff. KCSOS and probation maintenance and operations departments continuously monitor Court 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.

All Court School programs are located within probation-run facilities except for Bridges Academy, which is located on the Kelly F. Blanton Education Center.

Central School is housed within probation's Youth Detention Center, which provides classroom space to serve eight groups of students. The facility provides a school office for administration, space for counseling and testing services, a large day room for activities which require additional space, and a Learning Center for the delivery of Special Education services.

Erwin Owen High School is housed within probation's Camp Owen facility, which has six classrooms that are utilized by the school to provide the departmentalized educational program. Space is also dedicated to the auto shop program and a Learning Center for the delivery of Special Education services. Additionally, the facility provides a school office for administration and a school library.

Redwood High School is housed within probation's Crossroads facility, which has seven classrooms that are available to support the education of students. The facility provides a school office for administration, space for the delivery of counseling services, and a Learning Center for the delivery of Special Education services.

Bridges Academy is housed at the Kelly F. Blanton Education Center and consists of three classrooms that are used to provide educational services, a Construction Technology classroom, a recreational room, and one computer lab classroom. Additionally, there is a large multi-office room for probation and one for education staff.

**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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			



## School Facility Conditions and Planned Improvements

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	2	N/A	34	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	0	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
<b>All Students</b>	64	57	89.06	10.94	1.75
<b>Female</b>	11	9	81.82	18.18	--
<b>Male</b>	53	48	90.57	9.43	2.08
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	18	16	88.89	11.11	6.25
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	31	30	96.77	3.23	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	8	66.67	33.33	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	60	53	88.33	11.67	1.89
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	27	26	96.30	3.70	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
<b>All Students</b>	65	59	90.77	9.23	0.00
<b>Female</b>	11	10	90.91	9.09	--
<b>Male</b>	54	49	90.74	9.26	0.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	18	16	88.89	11.11	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	33	32	96.97	3.03	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	11	8	72.73	27.27	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	61	55	90.16	9.84	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	28	27	96.43	3.57	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
<b>Science</b> (grades 5, 8 and high school)	0	3.03	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
<b>All Students</b>	39	33	84.62	15.38	3.03
<b>Female</b>	--	--	--	--	--
<b>Male</b>	31	29	93.55	6.45	3.45
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	29	23	79.31	20.69	0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	39	33	84.62	15.38	3.03
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	14	87.5	12.5	0

## 2021-22 Career Technical Education Programs

During the 2021-22 school year, KCSOS Kern Youth @ Work offered Career Readiness courses aligned with the CTECS (Career & Technical Education Consortium of States) job readiness exam. All Court School students take this course, which is paced so that students can change facilities/schools and continue the curriculum where they left off. 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 certifications, and allow students to participate in paid work-based learning. Automotive classes are offered at Redwood High School. Two college-articulated medical classes, Strategies for Success in Health Sciences and Feeding Assistant, are offered at Bridges Academy. Career courses linked to a wide range of pathways are available to all students through the Edmentum online learning platform. These courses are supported by the academic teaching staff who work together to ensure linked learning opportunities and connections. Additional instructional support is provided to resource students per their IEP and to English Learners, as needed. CTE construction staff offer trades skills instruction at two court sites aligned with the NCCER Core Construction curriculum. These classes include OSHA-10 for Construction and Forklift Safety certifications. Trades workshops also provide CTE instruction for in-custody youth on weekends. Workshops include logistics, welding, electrical, solar, furniture building, and culinary arts. OSHA forklift safety, ServSafe, and Heartsaver CPR/First Aid certification courses are offered multiple times throughout the year to interested students.

KCSOS students earned 460 industry-recognized certification in 2021-22. CTE certifications earned are entered into Aeries when received. Articulated college credits earned are entered directly into the CATEMA college data system. 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	374
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	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

## 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

Due to the nature of the Court School programs and the confidentiality laws that apply to them, parent and community involvement is restricted. The students enrolled in residential Court School programs have limited and supervised contact with family members. Taking into consideration the possible obstacles and realizing the necessity of parent involvement, weekly pre-release conferences at Redwood and Erwin Owen help students transition from residential programs to non-residential programs. At these conferences, pertinent information regarding the student is shared with the student, parent, aftercare probation officer, institution staff, and mental health counselors. The school's role is to review the student's academic credit standing. A collaborative decision is made as to the next school placement taking into consideration any extenuating circumstances. The group makes the parent and student aware of all resources that are in place to support and help the student transition out of the institution. The Court School program considers parental involvement an essential component of the total educational process and critical to ensuring that all students achieve their fullest potential and become life-long learners.

Non-residential Court School programs require parent participation in a student and parent orientation upon enrollment. The Court School programs have established procedures for advising parents and guardians of their student's progress, school policies and program information, conferences, open-house activities, and other opportunities for parent involvement. Non-residential programs are open to parents interested in visiting classrooms and consulting with educational staff. In all Court Schools, parents of students who receive Special Education services are encouraged to participate in their student's Individual Education Plan (IEP) meetings.

Parents are also able to access information related to their child's attendance and performance through the Parent Portal. Annual Back to School Night events provide opportunities for parents to visit and meet with school staff.

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		46.9	52.2		35	32.8		8.9	7.8
Graduation Rate		33.1	23		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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	113	26	23.0
Female	29	5	17.2
Male	84	21	25.0
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	20	7	35.0
Filipino	0	0	0.0
Hispanic or Latino	70	15	21.4
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	23	4	17.4
English Learners	17	3	17.6
Foster Youth	11	0	0.0
Homeless	18	3	16.7
Socioeconomically Disadvantaged	113	26	23.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	25	3	12.0

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1130	368	125	34.0
Female	389	74	36	48.6
Male	741	294	89	30.3
American Indian or Alaska Native	8	3	0	0.0
Asian	8	3	0	0.0
Black or African American	245	85	26	30.6
Filipino	2	1	0	0.0
Hispanic or Latino	646	222	73	32.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	1	0	0.0
White	211	53	26	49.1
English Learners	145	56	9	16.1
Foster Youth	516	77	21	27.3
Homeless	8	7	5	71.4
Socioeconomically Disadvantaged	1130	368	125	34.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	293	109	27	24.8

### 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	6.12	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	3.86	6.46	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	6.46	0.00
Female	3.08	0.00
Male	8.23	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.35	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.90	0.00
English Learners	13.10	0.00
Foster Youth	3.68	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.44	0.00

## 2022-23 School Safety Plan

All Court 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. .

## 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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

### 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	2		

### 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
Other	4	1		

## 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	12	21	1	
Mathematics	12	21	1	
Science	12	21	1	
Social Science	12	21	1	

## 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	15	12	1	
Mathematics	15	12	1	
Science	15	12	1	
Social Science	15	12	1	

## 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	19	15	2	0
Mathematics	19	15	2	0
Science	19	15	2	0
Social Science	19	15	2	0

## 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	86.67

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.8
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.2
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.5

## 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
<b>School Site</b>	\$13,915.75	\$3,237	\$10,678.04	\$87,570.27
<b>District</b>	N/A	N/A	N/A	N/A
<b>Percent Difference - School Site and District</b>	N/A	N/A	N/A	20.7
<b>State</b>	N/A	N/A	\$6,594	N/A
<b>Percent Difference - School Site and State</b>	N/A	N/A	47.3	2.0

## 2021-22 Types of Services Funded

In addition to the basic state funding that Court School receives to provide educational services to students, the following list describes the funding sources in which the Court School programs participate:

- 1) Title I, Part A and Part D fund the salaries of the Teacher - Technology Specialist and Teacher - EL Specialist, who serve all Alternative Education students. Part D funding also supports services by transition counselors and instructional staff.
- 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 quality.
- 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
-----------------------------------	---

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

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

## Professional Development

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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	1