

Kern County Community School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Kern County Community School
Street	1300 17th Street
City, State, Zip	Bakersfield, CA 93301
Phone Number	(661) 852-5570
Principal	Molly Mier
Email Address	momier@kern.org
School Website	www.kern.org/alted/
County-District-School (CDS) Code	15 10157 1530310

2023-24 District Contact Information

District Name	Kern County Office of Education
Phone Number	(661) 636-4000
Superintendent	Dr. John G. Mendiburu
Email Address	jomendiburu@kern.org
District Website	www.kern.org

2023-24 School Description and Mission Statement

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 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.

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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	6
Grade 8	16
Grade 9	104
Grade 10	68
Grade 11	70
Grade 12	34
Total Enrollment	298

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.3%
Male	60.7%
American Indian or Alaska Native	1%
Black or African American	9.7%
Filipino	0.7%
Hispanic or Latino	71.5%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	0.3%
White	16.1%
English Learners	21.1%
Foster Youth	2%
Homeless	3%
Socioeconomically Disadvantaged	90.9%
Students with Disabilities	13.4%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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)	12.80	46.03	251.90	70.89	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	16.40	4.62	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	5.39	30.60	8.62	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	12.70	45.88	39.70	11.19	11953.10	4.28
Unknown	0.70	2.70	16.60	4.69	15831.90	5.67
Total Teaching Positions	27.80	100.00	355.30	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	0.00	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.50

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	17.20	12.70
Total Out-of-Field Teachers	17.20	12.70

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

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

Year and month in which the data were collected		August 2023	
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 Foundations Mathematics I, Edmentum/Custom Course, 2021 Foundations Mathematics II, Edmentum/Custom Course, 2021 PLATO Course Consumer Mathematics, Edmentum, 2020 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	Yes	0
Science	California Biology with Virtual Labs, Edmentum, 2020 High School Life Science, Edmentum/Custom Course, 2021 California High School Earth and Space Science, Edmentum, 2020 California Chemistry, Edmentum, 2020 California Physics, Edmentum, 2020	Yes	0
History-Social Science	PLATO Course World History, Edmentum, 2020 PLATO Course U.S. History, Edmentum, 2020 PLATO Course U.S. Government, Edmentum, 2020 PLATO Course Economics, Edmentum, 2020	Yes	0
Foreign Language	Spanish I, Edmentum, 2020 Spanish II, Edmentum, 2020	Yes	0
Health	Health, Edmentum, 2020 Health 1: Life Management Skills, Edmentum, 2020	Yes	0
Visual and Performing Arts	PLATO Course Art History and Appreciation, Edmentum, 2020 PLATO Course Music Appreciation, Edmentum, 2020 Music Appreciation: The Enjoyment of Listening, Edmentum, 2020	Yes	0

	PLATO Course Introduction to Visual Arts, Edmentum, 2020		
	Art in World Cultures, Edmentum, 2020		
Science Laboratory Equipment (grades 9-12)	N/A	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 receive 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 a large space to provide instruction through independent study. There is also front office space for clerical support.

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 and multiple classrooms to provide instruction in either a classroom or independent study environment. There is also a Learning Center classroom to support students who receive Special Education services. 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 - June 2023
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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			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	8	7	34	34	47	46
Mathematics (grades 3-8 and 11)	2	0	22	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	214	165	77.10	22.90	7.36
Female	85	66	77.65	22.35	15.38
Male	129	99	76.74	23.26	2.04
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	35	15	42.86	57.14	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	136	115	84.56	15.44	5.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	36	30	83.33	16.67	16.67
English Learners	37	32	86.49	13.51	3.23
Foster Youth	--	--	--	--	--
Homeless	13	6	46.15	53.85	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	195	149	76.41	23.59	6.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	18	64.29	35.71	0.00

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	214	163	76.17	23.83	0.00
Female	85	64	75.29	24.71	0.00
Male	129	99	76.74	23.26	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	35	16	45.71	54.29	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	135	111	82.22	17.78	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	37	31	83.78	16.22	0.00
English Learners	35	30	85.71	14.29	0.00
Foster Youth	--	--	--	--	--
Homeless	13	6	46.15	53.85	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	194	148	76.29	23.71	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	19	65.52	34.48	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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	6.56	1.72	6.35	0.95	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	59	77.63	22.37	1.72
Female	26	19	73.08	26.92	0.00
Male	50	40	80.00	20.00	2.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	9	64.29	35.71	--
Filipino	0	0	0	0	0
Hispanic or Latino	50	41	82.00	18.00	2.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	14	12	85.71	14.29	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	52	75.36	24.64	1.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

During the 2022-23 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 is available to Community School students. 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. North Kern Community School (NKCS) students participate in hands-on career readiness activities through an on-site STEM lab. Additionally, classes are offered both online and in-person throughout the school year for all community school sites leading to industry certifications in OSHA forklift safety, CPR, AHLAI Hospitality, and ServSafe. Due to the short average length of enrollment in community schools, KCSOS does not have CTE pathway completers. KCSOS students earned 387 industry-recognized certifications in 2022-23. 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	118
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	38%

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0%	0%	0%	0%	0%
Grade 7	80%	90%	85%	96%	90%
Grade 9	80%	86%	86%	85%	89%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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 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) 852-5570.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	54.8	53.8	54.5	38.2	32.8	33.2	9.4	7.8	8.2
Graduation Rate	27.2	37.8	30	46.3	56.4	52.2	83.6	87	86.2

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	200	60	30.0
Female	75	28	37.3
Male	125	32	25.6
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	18	5	27.8
Filipino	--	--	--
Hispanic or Latino	136	32	23.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	39	19	48.7
English Learners	39	7	17.9
Foster Youth	--	--	--
Homeless	24	7	29.2
Socioeconomically Disadvantaged	195	57	29.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	32	6	18.8

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1194	824	502	60.9
Female	423	296	161	54.4
Male	771	528	341	64.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	9	7	4	57.1
Asian	8	4	2	50.0
Black or African American	174	132	99	75.0
Filipino	4	3	1	33.3
Hispanic or Latino	812	543	329	60.6
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	5	4	4	100.0
White	179	129	63	48.8
English Learners	218	149	100	67.1
Foster Youth	43	28	20	71.4
Homeless	43	31	22	71.0
Socioeconomically Disadvantaged	1129	786	488	62.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	160	111	99	89.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.58	8.97	10.22	0.85	4.73	5.69	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.22	0
Female	6.38	0
Male	12.32	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	17.24	0
Filipino	0	0
Hispanic or Latino	9.24	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	7.82	0
English Learners	9.17	0
Foster Youth	9.3	0
Homeless	23.26	0
Socioeconomically Disadvantaged	10.27	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	20.63	0

2023-24 School Safety Plan

Community School campuses are in good repair and maintenance is scheduled when deficiencies are noted. School sites are neat, clean and reflect the care that has been taken to provide facilities that are conducive to teaching and learning. A safety planning committee reviews the components of Community Schools' Comprehensive School Safety plan. The School Safety Plan is reviewed, updated, and discussed with school faculty annually.

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.

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
Other	2	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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 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	23	1	2
Mathematics	18	23	1	2
Science	18	23	1	2
Social Science	18	23	1	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	16	16	5	
Mathematics	16	16	5	
Science	16	16	5	
Social Science	16	16	5	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	8	5	1
Mathematics	21	8	5	1
Science	21	8	5	1
Social Science	21	8	5	1

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	149

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,252.11	\$6,505.25	\$10,746.86	\$81,693.21
District	N/A	N/A	N/A	\$73,991
Percent Difference - School Site and District	N/A	N/A	N/A	9.9
State	N/A	N/A	\$7,607	\$88,508
Percent Difference - School Site and State	N/A	N/A	34.2	-8.0

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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 2022-23 school year, professional development was focused on supporting teachers and paraprofessionals with implementing Common Core State Standards-aligned curriculum, utilizing technology in the classroom, ELD supports, and trauma informed practices. Professional development for the 2023-24 school year will focus on providing support related to academic coaching, Universal Design for Learning, ELD supports, and trauma informed practices.

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 Support division. 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	1	4