

Kern County Community School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	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/
Grade Span	K-12
County-District-School (CDS) Code	15 10157 1530310

2025-26 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

2025-26 School Description and Mission Statement

The purpose of the Alternative Education program is to provide our diverse student population with inclusive and effective instructional practices in support of increasing academic skills and pro-social behaviors.

Community School serves as an educational alternative for students from Kern County's 46 school districts. Community School students are 1) expelled, 2) referred by the district School Attendance Review Board, 3) referred by a district with parent approval, or 4) probation referred or court ordered. During the 2024-25 school year, Community School had 1,364 enrollments with an average length of enrollment of 79 days. Community School sites include Bridges Career Development Academy, Community Learning Center, CLC Tech, East Kern Community School, Lake Isabella Community School, North Kern

2025-26 School Description and Mission Statement

Community School, and West Kern Community School.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	1
Grade 6	3
Grade 7	10
Grade 8	25
Grade 9	24
Grade 10	77
Grade 11	89
Grade 12	96
Total Enrollment	325

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.1
Male	60.9
American Indian or Alaska Native	0.6
Black or African American	12.3
Filipino	0.6
Hispanic or Latino	69.8
Two or More Races	1.2
White	15.4
English Learners	20
Foster Youth	3.1
Homeless	3.4
Socioeconomically Disadvantaged	92
Students with Disabilities	12

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.8	46.03	251.9	70.89	234405.2	84
Intern Credential Holders Properly Assigned	0	0	16.4	4.62	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	5.39	30.6	8.62	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	12.7	45.88	39.7	11.19	11953.1	4.28
Unknown/Incomplete/NA	0.7	2.7	16.6	4.69	15831.9	5.67
Total Teaching Positions	27.8	100	355.3	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.4	31.78	221.6	65.15	231142.4	83.24
Intern Credential Holders Properly Assigned	1	5.89	26.6	7.84	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	29.9	8.81	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	10.5	62.33	33.7	9.92	11746.9	4.23
Unknown/Incomplete/NA	0	0	28.1	8.27	14303.8	5.15
Total Teaching Positions	16.9	100	340.2	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.8	26.89	226.3	67.15	230039.4	100
Intern Credential Holders Properly Assigned	1	5.56	25	7.42	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.56	41.1	12.22	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	10.3	57.5	30.1	8.94	12112.8	4.34
Unknown/Incomplete/NA	0.8	4.44	14.3	4.26	13705.8	4.91
Total Teaching Positions	18	100	337	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	0
Misassignments	0.50	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.50	0	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	12.70	10.5	10.3
Total Out-of-Field Teachers	12.70	10.5	10.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.9	0	0.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0.6

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Exact Path, Edmentum, 2020	0
	California English 9, Edmentum, 2024	
	California English 10, Edmentum, 2024	
	California English 11, Edmentum, 2024	
	California English 12, Edmentum, 2024	
Mathematics	Exact Path, Edmentum, 2020	0
	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, 2024	
	California Algebra II Edmentum, 2024	
	California Geometry, Edmentum, 2024	
Science	PLATO Course Pre-Calculus, Edmentum, 2024	0
	PLATO Course Biology with Virtual Labs, Edmentum, 2020	
	Life Science, Edmentum/Custom Course, 2021	
	PLATO Course High School Earth and Space Science, Edmentum, 2020	

	PLATO Course Chemistry, Edmentum, 2020 PLATO Course Physics, Edmentum, 2020	
History-Social Science	PLATO Course World History, Edmentum, 2025 PLATO Course U.S. History, Edmentum, 2025 PLATO Course U.S. Government, Edmentum, 2020 PLATO Course Economics, Edmentum, 2020	0
Foreign Language	Spanish I, Edmentum, 2020 Spanish II, Edmentum, 2020	0
Health	Health, Edmentum, 2025 Health 1: Life Management Skills, Edmentum, 2021	0
Visual and Performing Arts	Art History and Appreciation, Edmentum, 2022 PLATO Course Music Appreciation, Edmentum, 2025 Music Appreciation: The Enjoyment of Listening, Edmentum, 2020 PLATO Course Introduction to Visual Arts, Edmentum, 2025 Art in World Cultures, Edmentum, 2020	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A
Note: Cells with N/A values do not require data.		

School Facility Conditions and Planned Improvements

Community School provides safe environments for student learning. School facilities are 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 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.

Year and month of the most recent FIT report

March - June 2025

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			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	9	10	37	39	47	48
Mathematics (grades 3-8 and 11)	1	0	21	24	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	232	181	78.02	21.98	10.00
Female	88	69	78.41	21.59	13.04
Male	144	112	77.78	22.22	8.11
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	33	22	66.67	33.33	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	171	137	80.12	19.88	10.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	24	18	75.00	25.00	16.67
English Learners	33	26	78.79	21.21	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	209	163	77.99	22.01	8.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	18	81.82	18.18	0.00

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	229	168	73.36	26.64	0.00
Female	85	65	76.47	23.53	0.00
Male	144	103	71.53	28.47	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	34	21	61.76	38.24	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	167	125	74.85	25.15	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	18	75.00	25.00	0.00
English Learners	32	26	81.25	18.75	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	205	150	73.17	26.83	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	18	78.26	21.74	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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	4.12	4.41	2.82	7.14	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	68	73.91	26.09	4.41
Female	34	26	76.47	23.53	7.69
Male	58	42	72.41	27.59	2.38
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	13	8	61.54	38.46	--
Filipino	0	0	0	0	0
Hispanic or Latino	63	49	77.78	22.22	4.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	16	11	68.75	31.25	9.09
English Learners	17	16	94.12	5.88	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	84	61	72.62	27.38	3.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Career courses linked to a wide range of pathways are available to all students through the Edmentum learning platform. These courses are supported by the academic teaching staff who together ensure linked learning opportunities and connections. 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 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. CTE pathway classes in construction and culinary arts are offered as elective options at CLC Tech. Due to the short average length of enrollment in Community Schools, KCSOS does not have CTE pathway completers. Community School students earned 199 industry-recognized certifications during the 2024-25 school year. During the summer of 2025, KCSOS offered a six-week CTE-focused summer program for CLC junior high students. The program concluded with a showcase event where students presented their learning to the community and to their families. KCSOS is part of the Central/Mother Lode Regional Consortium that provides a forum to connect with industry representatives, secure CTE funding, and to coordinate pathways between traditional high school districts, KCSOS, and the Kern Community College District. KCSOS Transportation, KCSOS Central Kitchen, KCSOS Maintenance & Operations, and the Blanton Child Development Center all provide pathway support and guidance as well as student internship opportunities.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	182
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%

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	0.35
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	69%	64%	79%	64%	86%
Grade 9	73%	85%	94%	85%	94%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Parents are considered a critical component of the educational process. All efforts are made to involve parents, beginning with a student/parent orientation upon initial enrollment. Community School has policies and procedures for parental contact regarding student progress and attendance. Teachers maintain contact logs to document parent telephone contacts and schools send out communication via Parent Square. Parents are able to access information related to their child's attendance and performance through the Parent Portal in the program's student database system. Community School hosts Back to School Night events each year where 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 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 LCAP survey.

C. Engagement

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)									
Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	54.5	68	59	33.2	36.1	27.2	8.2	8.9	8
Graduation Rate	30	20.7	30.8	52.2	56.2	66.5	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)			
This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp .			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	117	36	30.8
Female	40	14	35.0
Male	77	22	28.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	16	6	37.5
Filipino	--	--	--
Hispanic or Latino	76	20	26.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	22	10	45.5
English Learners	35	10	28.6
Foster Youth	--	--	--
Homeless	17	5	29.4
Socioeconomically Disadvantaged	115	34	29.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	11	4	36.4
For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp .			
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.			

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	975	755	395	52.3
Female	354	285	148	51.9
Male	621	470	247	52.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	161	125	80	64.0
Filipino	--	--	--	--
Hispanic or Latino	673	518	270	52.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	124	97	39	40.2
English Learners	180	134	67	50.0
Foster Youth	32	25	19	76.0
Homeless	50	38	24	63.2
Socioeconomically Disadvantaged	921	719	385	53.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	120	95	76	80.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
10.22	14	15.18	5.69	6.83	6.27	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.04	0.01	0.05	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	15.18	0.00
Female	14.41	0.00
Male	15.62	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	27.95	0.00
Filipino	0.00	0.00
Hispanic or Latino	12.93	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	12.10	0.00
English Learners	11.67	0.00
Foster Youth	46.88	0.00
Homeless	20.00	0.00
Socioeconomically Disadvantaged	15.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	31.67	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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 staff 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.

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
TK	N/A	N/A	N/A	N/A

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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
TK	N/A	N/A	N/A	N/A
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	2	1	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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
TK	N/A	N/A	N/A	N/A
5	1	1		
6	2	2		

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	5	8	2
Mathematics	24	5	8	2
Science	24	5	8	2
Social Science	24	5	8	2

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	11	5	0
Mathematics	20	11	5	0
Science	20	11	5	0
Social Science	20	11	5	0

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	184

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	2
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$35,147	\$10,697	\$24,450	\$88,989
District	N/A	N/A	N/A	\$82,835
Percent Difference - School Site and District	N/A	N/A	N/A	7.2
State	N/A	N/A	\$11,146	\$101,084
Percent Difference - School Site and State	N/A	N/A	74.7	-12.7

Fiscal Year 2024-25 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 specific staff members, including school social workers, teachers, and teacher specialists.
- 2) Title II funds are utilized to support professional learning for instructional staff.
- 3) Special Education funding provides funds to pay for Special Education teachers and program specialists, along with supplementary materials necessary for students with IEP's.
- 4) Comprehensive Support and Improvement funds are utilized to improve student outcomes.
- 5) Equity Multiplier funds are utilized to improve student outcomes tied to California School Dashboard metrics.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,281	\$54,938
Mid-Range Teacher Salary	\$83,429	\$77,181
Highest Teacher Salary	\$108,577	\$105,502
Average Principal Salary (Elementary)		N/A
Average Principal Salary (Middle)		N/A
Average Principal Salary (High)		\$149,893
Superintendent Salary		\$173,469
Percent of Budget for Teacher Salaries		25.33%
Percent of Budget for Administrative Salaries		6.27%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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. Recent professional development focused on supporting teachers and paraprofessionals with implementing Common Core State Standards-aligned curriculum, utilizing technology in the classroom, Universal Design for Learning, Project Based Learning, ELD supports, and trauma informed practices. Implementation support will continue to be provided in these areas.

The Alternative Education program utilizes a variety of methods to deliver professional development and support implementation of curriculum and instructional strategies. Instructional staff attend 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	5