BOARD OF EDUCATION
REGULAR MEETING AGENDA

February 10, 2026
6:30 p.m.

Board of Education Board Room
1300 17th Street, City CENTRE – Bakersfield, CA 93301

Any materials required by law to be made available to the public prior to a meeting of the Kern County Board of Education can be inspected during normal business hours at the Kern County Superintendent of Schools Office, located at 1300 17th Street, Seventh Floor, Bakersfield, California 93301.

An individual who requires disability related accommodations or modifications, including auxiliary aids and service, in order to participate in the board meeting should contact the Superintendent's Office at (661) 636-4617 (Government Code 54954.2).

This meeting is being held in an in-person format. Members of the public wishing to provide comments to the Board can attend the meeting in person. Correspondence sent by mail or email to kcboe@kern.org before noon on the date of the board meeting on subjects within the Board's jurisdiction will be provided to the Board at the meeting and made available for public inspection. Members of the public may also observe the meeting via livestream at the following link: (1) Kern County Board of Education – YouTube.

1.0 GENERAL FUNCTIONS

1.1 Call to order time _____ p.m.

1.2 Pledge of Allegiance

1.3 Roll Call

	Present	Absent
Julie Beechinor Towse, *Area 1*	_____	_____
Joe L. Marcano, *Area 2*	_____	_____
Mary M. Little, *Area 3*	_____	_____
Jose E. Gonzalez, Jr., *Area 4*	_____	_____
Lori Eskew, *Area 5*	_____	_____
James V. Robinson, *Area 6*	_____	_____
Lori J. Cisneros, *Area 7*	_____	_____
Lajaya Austin Turner, *Student Representative*	_____	_____
Dr. John G. Mendiburu, *Superintendent*	_____	_____

1.4 Adoption of the Agenda

Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

1.5 Approval of the minutes from the Regular Board Meeting held on January 13, 2026.

Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

2.0 PUBLIC COMMENTS

The Board of Education appreciates comments from members of the public who have the opportunity to address the Board on agenda items (before the Board's consideration of the item) and on other matters within the Board's jurisdiction.

To move the meeting business along efficiently, individual speakers are allotted up to three minutes each, and the total time for comment on each agenda or other topic within the Board's jurisdiction will be limited to 20 minutes. All requests for public comment must be submitted prior to the start of the meeting. In exceptional circumstances, the Board President may, with Board consent, reduce or increase the amount of time allowed for public input and/or the time allotted for each speaker, when such adjustment is necessary to ensure full opportunity for public input within the time allotted. Any such adjustments shall be done in an equitable manner, so as to allow a diversity of viewpoints. The President may also ask members of the public with the same viewpoint to select a few individuals to address the Board regarding that viewpoint.

To allow the Board to organize the public comments, persons wishing to speak will need to complete a form before the board meeting begins, providing their name, contact information, and the agenda item or other topic on the Board's jurisdiction on which they wish to speak. Items not appearing on the agenda cannot, by law, be the subject of board action.

3.0 INFORMATIONAL ITEMS – NO ACTION TAKEN

3.1 Presentation: Leaders in Life - Russell Sentes, Deputy Superintendent – Local Initiatives and Innovation and Lourdes Bucher, Assistant Superintendent – Student Support.

4.0 ACTION ITEMS

All consent agenda items for the Kern County Board of Education are considered to be routine and will be enacted by one motion unless a board member requests separate action on a specific item. Approval is recommended on all items listed.

4.1 Consent Agenda

4.1.1 Approval of Graduation Diplomas.

Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

4.2 General Business

4.2.1 Approval of the 2024-2025 Annual Audit Report.

Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

4.2.2 Approval of the 2024-2025 School Accountability Report Card (SARC) – Court School.

Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

4.2.3 Approval of the 2024-2025 School Accountability Report Card (SARC) – Community School.

Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

4.2.4 Accept and File the Mid-Year 2025-26 LCAP Update.
No Action Taken

4.2.5 Approval and Vote of the California School Boards Association 2026 Delegate Assembly Ballot.

Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

4.2.6 Approval of the Resolution Celebrating America's 250th Anniversary and Inspiring RISE Students through Civic Education.

Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

4.2.7 Consideration and Possible Approval of Increased Monthly Board Member Compensation Pursuant to Education Code 35120 as amended by AB 1390.

Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

5.0 REPORT OF COUNTY BOARD OF TRUSTEES MEMBERS

5.1 Members of the Board will report on various topics.

6.0 REPORT OF COUNTY SUPERINTENDENT

6.1 The County Superintendent will report on various topics.

7.0 AGENDA ITEMS FOR THE NEXT MEETING

7.1 Items to be considered for the next agenda.

8.0 ADJOURNMENT

8.1 Unless otherwise posted, the next regularly scheduled meeting will be held on March 10, 2026, at 6:30 p.m.

8.2 Time of adjournment _____ p.m.

BOARD OF EDUCATION
REGULAR MEETING MINUTES

1.5

January 13, 2026
6:30 p.m.

Board of Education Board Room
1300 17th Street, City CENTRE – Bakersfield, CA 93301

1.0   GENERAL FUNCTIONS

1.1   The meeting was called to order at 6:30 p.m.

1.2   Pledge of Allegiance

1.3   Roll Call

<u>Board Members Present</u>
Julie Beechinor Towse
Lori J. Cisneros
Lori Eskew
Jose E. Gonzalez, Jr.
Mary Little
Joe L. Marcano
James V. Robinson
Lajaya Austin Turner, *Student Representative*

<u>KCSOS Employees Present</u>
Christian Shannon, *Deputy Superintendent*
Steve Sanders, *Chief of Staff*
Merril Clanton, *Senior Executive Administrative Assistant to the Superintendent*
<u>KCSOS Employees Absent</u>
Dr. John G. Mendiburu, *Superintendent*

1.4   It was moved by Trustee Little, seconded by Trustee Beechinor Towse to approve the agenda.

Ayes:	Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, Trustee Marcano, Trustee Robinson, and Student Representative Austin Turner.
Nayes:	None
Abstain:	None
Absent:	None

1.5   It was moved by Trustee Robinson, seconded by Trustee Eskew to approve the Minutes from Regular Board Meeting held on December 9, 2026, with revisions to Item 6.5.

Ayes:	Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, Trustee Marcano, Trustee Robinson, and Student Representative Austin Turner.
Nayes:	None
Abstain:	None
Absent:	None

2.0 PUBLIC COMMENTS

3.1 Public Comments were heard from the following:

- Ellen Schafhauser
- Adam Blazer
- Emiliano Tristan
- Valeria Angeles
- Paul Linfesty

3.0 INFORMATION ITEMS – NO ACTION TAKEN

3.1 Presentation: April Raguindin – California Teacher of the Year, Dr. Douglas K. Fletcher Elementary School - Bakersfield City School District.

3.2 Presentation: PragerU Book Fair in a Box – Resources for the RISE (Alt Ed) Program.

3.3 Presentation: Camp KEEP – Russell Sentes, Deputy Superintendent – Local Initiatives and Innovation.

4.0 ACTION ITEMS

4.1 Consent Agenda

4.1.1 It was moved by Trustee Robinson, seconded by Trustee Beechinor Towse to approve Graduation Diplomas.

Ayes:	Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, Trustee Marcano, Trustee Robinson, and Student Representative Austin Turner.
Nayes:	None
Abstain:	None
Absent:	None

4.2 General Business

4.2.1 Item 5.2.1 – *Approval of the 2024-2025 Annual Audit Report,* was removed from the agenda and was not considered at this meeting.

4.2.2 Annual Resolution of Support for the Kern County Bar Association for 2025-26 Mock Trial Competitions.

4.2.3 Accept and File Williams Act Uniform Complaint Quarterly Reports.

6.0 REPORT OF COUNTY BOARD OF TRUSTEES MEMBERS

6.1 Trustee Robinson began by reflecting on December as a particularly enjoyable and meaningful month for him, noting that he made two visits to a nearby CAAT charter school. He shared that the school's charter had recently been renewed and described the campus as exceptional, praising its atmosphere, overall quality, and the excellence with which it is being operated. He highlighted attending the school's Christmas program and described it as marvelous, emphasizing the positive vibe of the campus. He strongly recommended the school as an alternative educational option for families seeking one, stating that it is a very strong organization that is doing an outstanding job. Transitioning to the events of the meeting, Trustee Robinson addressed the issue of profanity used during public comments. He apologized for any instances in which he

himself may have used inappropriate language in the past but stressed that profanity should not be tolerated in board meetings, particularly when children are present. He emphasized that clear procedures are outlined on the board's website for how members of the public can sign up to speak and be heard, and he noted that many experienced community members regularly follow that process effectively. He expressed disappointment that, instead of a more robust and orderly response, profanity was allowed to become a platform for expression, acknowledging that while many of the issues discussed are frustrating for both the public and the board, decorum must be maintained. As a governing board, he stated they are obligated to uphold standards of conduct and it is reasonable to expect the same from attendees, especially in the presence of young children. Trustee Robinson then addressed remarks made earlier in the meeting, specifically referencing a speaker, Ellen Schafhauser, and her comments about the First Amendment and the separation of church and state. He asserted that the First Amendment does not explicitly contain language establishing a separation of church and state, nor does it describe a wall between the two. He also responded to comments regarding fascism, offering a definition that characterizes fascism as a mass political movement centered on extreme nationalism, militarism, and the supremacy of the state over the individual. He argued that this definition contradicts claims that America or the current administration is fascist, stating that the United States fundamentally prioritizes individual rights, which is reflected in the very fact that all individuals are given the opportunity to speak at board meetings. He noted that public comments are often thoughtful and, at times, have even influenced his own thinking. Finally, Trustee Robinson expressed a desire for those who oppose board actions or proposals to offer constructive alternatives rather than solely voicing opposition. He encouraged critics to present solutions and ideas that could help advance education in a more productive and appropriate direction, emphasizing that the board's purpose is to work through issues and find workable paths forward. He characterized opposition without proposed solutions as unproductive and cantankerous, while clarifying that all voices are still valued and appreciated, even when there is disagreement. He concluded by reiterating his request that attendees remind one another to refrain from profanity, underscoring the importance of maintaining respect and decorum.

6.2   Trustee Eskew opened her remarks by reflecting positively on the holiday season, describing it as an exceptionally busy and rewarding time. She shared that she participated in approximately eighty Santa appearances between December 1st and December 25th, noting that the season went very well, children responded positively, and the overall experience was great. Trustee Eskew commented on a significant development that occurred on December 24th, when a judge ruled that schools may not withhold information from parents regarding a student's gender transition. Trustee Eskew emphasized that this issue had been a central part of her campaign and expressed strong disappointment that the ruling was later reversed, adding that she anticipated further legal or political challenges from the state government in Sacramento. She explained that the case originated with two teachers in Escondido, CA who sued the Escondido Union School District over what they believed to be a harmful policy. Trustee Eskew stressed her belief that teachers do not want to hide information from parents and that strong, open lines of communication between parents and educators are essential. She stated that existing systems are already in place to protect students who fear abuse or unsafe situations at home, including mandated reporting requirements for teachers. In her opinion, these protections apply to all students and should not involve separating children from their parents based on gender identity concerns. She argued that educators already have clear responsibilities to act if a child may be at risk and that additional secrecy undermines trust between families and schools. She went on to express her personal views on gender identity, asserting that individuals are born male or female and that no mistakes are made in that regard. Trustee Eskew stated that students experiencing gender identity struggles should seek counseling and support, emphasizing that individuals are made perfect as they are and should be loved and accepted in that state. She extended this message to adults as well, suggesting that those who encourage children should

also seek help. She framed her position as rooted in what she described as basic biology, referencing the male-female distinction in humans and animals as foundational. Concluding her remarks, Trustee Eskew referenced Assembly Bill 1955, stating that it had been reversed and expressed strong approval of that outcome. She closed by wishing everyone a happy new year and remarked that her year was beginning on the right foot.

6.3 Trustee Beechinor Towse began by noting that there were no major updates from her area but highlighted a few upcoming opportunities for high school students. She shared that Bakersfield College will be hosting a large public speaking competition on January 23rd, which will be open to and include participation from several high schools throughout Kern County. She also announced that Bakersfield College is working on hosting a statewide FFA field day, an event expected to bring approximately 800 high school students from across California to the campus. She described this as an exciting opportunity and a significant event for both students and the college. She then turned her attention to the presentations discussed during the meeting. From her perspective, she explained that the board is not typically in the position of recommending specific presentations or instructional materials. She noted that this was her first exposure to PragerU and stated that she found the presentation both interesting and informative, while also acknowledging that it raised questions for her. She expressed appreciation for having such items placed on the agenda, as it allows board members to explore, examine, and better understand new resources or perspectives. Trustee Beechinor Towse concluded by addressing the public, emphasizing the core mission of the Kern County Board of Education. She reminded attendees that the board primarily serves court and community schools, whose students often face significant academic and personal challenges. She underscored that many of these students have experienced disrupted educational paths and difficult life circumstances, and that the board's responsibility is to reach them in the most effective ways possible. In that context, she stated that she values the opportunity to consider different avenues for sharing information and engaging students, particularly those who have faced the greatest obstacles. She closed her remarks by expressing appreciation for the item being on the agenda.

6.4 Trustee Little began her remarks by welcoming the new student representative, Lajaya Austin Turner noting that it was a strong meeting to begin her participation. She then shared a point of pride for local students, announcing that Centennial High School took first place in the "We the People" competition, defeating Arvin High School, which she described as an impressive accomplishment deserving of recognition. She then turned to the presentation given earlier in the meeting, stating that she found it very informative. Trustee Little emphasized that she did not perceive any intent to teach biblical history or to promote religious views, noting that the presenter explicitly stated that other religions are also discussed. Echoing comments made by Trustee Beechinor Towse, she stressed that the board's focus is on helping students, particularly those who have experienced significant hardship or disruption in their lives. She reflected personally on her own experience as a student, recalling that taking a finance class in high school was life-changing for her because she did not have parental guidance at home. She shared that the skills she learned helped her manage her household after marrying right out of high school and said that a course teaching practical life skills, such as financial literacy, would have been invaluable to her. Drawing a parallel to the students the county serves today, she suggested that similar classes or supplemental resources could be extremely beneficial for students who lack support at home. She expressed interest in learning more about PragerU and potentially continuing the conversation with the Superintendent, while acknowledging that no decisions have been made yet. Trustee Little also shared recent professional engagements, including being interviewed by Greg Ardoin with the California Teachers Association. She described the conversation, which included Greg Ardoin and his mother, as enjoyable and thoughtful, covering her views, motivations, and the reasons behind her work as a trustee. She noted that Greg had followed her work for many years and expressed appreciation for the time and dialogue. Additionally, she

explained that the California School Boards Association (CSBA) invited her to participate in a focus group called the "Students in Focus" series. She said the focus group would contribute to a research brief intended to be useful for superintendents and trustees statewide. During that process, she was asked about the importance and effectiveness of court and community schools, common misconceptions about county-operated programs, and the physical, structural, and systemic challenges facing the field. She shared that she was able to highlight areas where Kern County excels and expressed excitement about the potential impact of her contributions. Finally, Trustee Little discussed a legal issue related to an amicus brief submitted to the U.S. Supreme Court concerning gender and Title IX. She stated that the case was heard that day, although no ruling had yet been issued. She summarized reporting suggesting that the Court may uphold state laws that restrict transgender athletes from competing on girls' sports teams, while noting that such a decision might not immediately affect California or other more liberal-leaning states. She cited information indicating that 25 states currently base athletic participation on biological sex and referenced questions raised by Justices Roberts, Alito, and Kavanaugh regarding how "sex" should be defined under Title IX. She expressed concern that some individuals questioned during proceedings were unable to clearly define biological sex, which she found troubling. Trustee Little concluded by saying she was watching the issue closely and wanted to keep the board informed.

6.5   Trustee Cisnero began her remarks by welcoming the new student representative, Lajaya Austin Turner to the board, expressing appreciation for her presence and encouraging her to stay engaged. She emphasized that serving in this role would be a valuable learning experience, offering insight into the community, the country, and a wide range of perspectives. She recalled meeting Lajaya previously at the Blanton Thanksgiving luncheon and noted that she remembered their conversation, which she described as a positive connection. She then reported on her recent participation in a training hosted by the Association of California County Boards of Education (ACCBE), explaining that she had been nominated to attend and has found the experience both enjoyable and informative. Trustee Cisnero shared that ACCBE's mission is to empower county board trustees through confidence-building and collaboration with peers, and she spoke positively about meeting trustees from across California. She highlighted ACCBE's website as a valuable resource, noting that it includes a downloadable trustee handbook and other helpful materials, and indicated that she would continue to share insights from future trainings. She also mentioned an upcoming ACCBE conference scheduled for February, noting that she was looking forward to to attending. Trustee Cisnero then turned to a national milestone, noting that this year marks the 250th anniversary of the signing of the Declaration of Independence and the founding of the United States. She explained that many schools and county boards nationwide are planning special commemorations and introduced the 1776 Project, which offers a downloadable resolution template for boards to designate an "America's Semiquincentennial Week." She described the proposed weeklong celebration as including patriotic assemblies, lessons on the Constitution and founding documents, projects honoring veterans and civic leaders, and activities celebrating the nation's history, and achievements. She expressed interest in having the board consider adopting a resolution and requested that the item be placed on the February agenda, volunteering to draft the resolution herself. With the board president's agreement, she confirmed that it could be brought forward for discussion. She also highlighted student opportunities connected to the semiquincentennial. Trustee Cisnero described "America's Field Trip," a nationwide contest sponsored by America 250, the nonpartisan entity designated by Congress to plan the anniversary observances. She explained that students in grades 3 through 12 are invited to share what America means to them for a chance to win a three-day, two-night field trip to one of 16 iconic American landmarks or cultural sites, such as Mount Rushmore, the National Archives, the Kennedy Space Center, or Yellowstone National Park. She noted that trips would take place in July or August and encouraged interested students to apply through the America250 website. In addition, Trustee Cisnero shared information about another student competition launched by the U.S. Department of Education and Secretary Linda McMahon. She explained that the Presidential

1776 Award competition invites high school students to demonstrate their knowledge of America's founding ideals through essays, with a total of $250,000 in awards available. She encouraged students and families to explore this opportunity as well. Trustee Cisnero concluded her comments by reflecting on her appreciation for living in the United States, stating that her favorite aspect of America is the freedom of speech. She acknowledged that some of the discussions earlier in the meeting were uncomfortable but emphasized that the ability to openly discuss difficult and opposing viewpoints is fundamental to what makes America unique. She welcomed such dialogue, describing it as valuable and enriching, and thanked those present.

6.6   Student Representative, Lajaya Austin Turner thanked the Board of Trustees for having her.

6.7   Trustee Marcano began his remarks by congratulating the Delano-based Kennedy Thunderbirds for winning a state championship. He noted that this was the first state title in the program's history and offered his congratulations for the milestone accomplishment. He then addressed the public comment portion of the meeting, thanking those community members who spoke and followed the established procedures. Trustee Marcano explained that five individuals properly submitted their names prior to the start of the meeting, as required, and reminded attendees that public comment is governed by set rules, including a three-minute limit per speaker or a twenty-minute limit per topic. He emphasized that while he did not create these rules, they are the rules the board must follow. He expressed understanding for those who were unable to speak because they were unfamiliar with the process and encouraged everyone to be mindful of the procedures in the future. Trustee Marcano stressed the importance of decorum, particularly given the presence of students, including the student trustee, Lejaya Austin Turner. He urged attendees to model respectful and adult behavior, emphasizing that disagreement is a normal and expected part of public service, but it can and should be handled respectfully. Drawing on his own experience, he noted that he regularly disagrees with others yet believes strongly in doing so in a civil and constructive manner. He called for mutual respect, and avoiding speaking over one another during meetings. Trustee Marcano concluded by welcoming continued public participation and encouraging individuals to speak at future meetings as long as they follow the established protocols. He thanked everyone for attending.

7.0   REPORT OF COUNTY SUPERINTENDENT

7.1   No Report.

8.0   AGENDA ITEMS FOR THE NEXT MEETING

8.1   There were no recommendations for agenda items for the next meeting.

9.0   ADJOURNMENT

9.1   Unless otherwise posted, the next regularly scheduled meeting will be held on February 10, 2026, at 6:30 p.m.

9.2   The meeting was adjourned at 8:14 p.m.

_____

John G. Mendiburu, Ed.D., Ex-Officio Secretary to the Board of Education

Kern County Juvenile Court School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

4.2.2

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 Juvenile Court 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 1530302

2025-26 District Contact Information

District Name	Kern County Superintendent of Schools
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.

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 four year-round residential programs, including Central School, Erwin Owen High School, Redwood High School, and the Jamison Children's Shelter School. During the 2024-25 school year, Court School had 2,030 enrollments with an average length of enrollment of 36 days.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	1
Grade 7	1
Grade 8	7
Grade 9	24
Grade 10	37
Grade 11	61
Grade 12	60
Total Enrollment	191

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	36
Male	155
American Indian or Alaska Native	0.5
Black or African American	23.6
Filipino	0.5
Hispanic or Latino	60.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	0.5
White	13.6
English Learners	15.2
Foster Youth	11.0
Homeless	2.6
Socioeconomically Disadvantaged	100.0
Students with Disabilities	26.1

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)	10.9	48.95	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)	0	0	30.6	8.62	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	10	45.06	39.7	11.19	11953.1	4.28
Unknown/Incomplete/NA	1.3	5.95	16.6	4.69	15831.9	5.67
Total Teaching Positions	22.3	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)	10.5	44	221.6	65.15	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.17	26.6	7.84	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	4.17	29.9	8.81	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	11.4	47.63	33.7	9.92	11746.9	4.23
Unknown/Incomplete/NA	0	0	28.1	8.27	14303.8	5.15
Total Teaching Positions	24	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)	9.8	39.28	226.3	67.15	230039.4	100
Intern Credential Holders Properly Assigned	1	4	25	7.42	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	12	41.1	12.22	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	10.6	42.4	30.1	8.94	12112.8	4.34
Unknown/Incomplete/NA	0.5	2.28	14.3	4.26	13705.8	4.91
Total Teaching Positions	25	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	0.00	1	0
Misassignments	0.00	0	3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	3

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	10.00	11.4	10.6
Total Out-of-Field Teachers	10.00	11.4	10.6

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0.7	1.7
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	0.4	0

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

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

Year and month in which the data were collected	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 California English 9, Edmentum, 2024 California English 10, Edmentum, 2024 California English 11, Edmentum, 2024 California English 12, Edmentum, 2024	0
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, 2024 California Algebra II, Edmentum, 2024 California Geometry, Edmentum, 2024 PLATO Course Pre-Calculus, Edmentum, 2024	0
Science	PLATO Course Biology with Virtual Labs, Edmentum, 2020 Life Science, Edmentum/Custom Course, 2021 PLATO Course High School Earth and Space Science, Edmentum, 2020	0

	PLATO Course Chemistry, Edmentum, 2020	
	PLATO Course Physics, Edmentum, 2020	
History-Social Science	PLATO Course World History, Edmentum, 2025	0
	PLATO Course U.S. History, Edmentum, 2025	
	PLATO Course U.S. Government, Edmentum, 2020	
	PLATO Course Economics, Edmentum, 2020	
Foreign Language	Spanish I, Edmentum, 2020	0
	Spanish II, Edmentum, 2020	
Health	Health, Edmentum, 2025	0
	Health 1: Life Management Skills, Edmentum, 2021	
Visual and Performing Arts	Art History and Appreciation, Edmentum, 2022	0
	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	
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

In conjunction with the Kern County Probation Department, Court School provides safe environments for student learning. Policies and procedures are in place to ensure communication and coordination between educators and probation staff. School facilities are 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 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.

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			

School Facility Conditions and Planned Improvements

Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Erwin Owen (probation facility) - plumbing in main office needs to be addressed
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs		X	Erwin Owen (probation facility) - school area needs new paint, flooring, ceiling tiles
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)	5	0	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	82	75	91.46	8.54	0.00
Female	11	9	81.82	18.18	--
Male	71	66	92.96	7.04	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	19	18	94.74	5.26	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	47	44	93.62	6.38	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	14	12	85.71	14.29	0.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	72	93.51	6.49	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	26	89.66	10.34	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	82	72	87.80	12.20	0.00
Female	11	9	81.82	18.18	--
Male	71	63	88.73	11.27	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	18	17	94.44	5.56	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	48	42	87.50	12.50	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	12	85.71	14.29	0.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	78	69	88.46	11.54	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	24	85.71	14.29	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)	1.69	0	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	42	35	83.33	16.67	0.00
Female	--	--	--	--	--
Male	36	30	83.33	16.67	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	14	11	78.57	21.43	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	21	18	85.71	14.29	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	33	82.50	17.50	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	13	76.47	23.53	0.00

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 work together to ensure linked learning opportunities and connections. EV automotive classes are offered at both Redwood and Erwin Owen High Schools. CTE construction staff offer trades skills instruction at three Court School sites. Classes are 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, furniture building, and culinary arts. OSHA forklift safety, ServSafe, and CPR certification courses are offered multiple times throughout the year to interested students. Court School students earned 121 industry-recognized certifications during the 2024-25 school year. 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 provide pathway support and guidance as well as student internship opportunities. Students enrolled in Court School do not complete full CTE pathways while attending school due to the short duration of their average enrollment. Students can, however, continue with the chosen pathway at their home district and/or transition to the pathway at a local college.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	129
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	0.55
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	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.

2025-26 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. Students enrolled in 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 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. The group makes the student and parent aware of all resources that are in place to support and help the student transition out of the institution. The Court School program considers parent 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.

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. Court 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. Town Hall meetings provide an opportunity for parents to learn about the LCFF/LCAP process. Parents are able 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	49.6	57.9	57.1	33.2	36.1	27.2	8.2	8.9	8
Graduation Rate	20.8	30.8	34.7	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	98	34	34.7
Female	21	2	9.5
Male	77	32	41.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	24	7	29.2
Filipino	0	0	0.00
Hispanic or Latino	55	23	41.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	17	4	23.5
English Learners	17	4	23.5
Foster Youth	24	6	25.0
Homeless	12	4	33.3
Socioeconomically Disadvantaged	98	34	34.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	35	9	25.7

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	1299	383	132	34.5
Female	426	76	33	43.4
Male	872	306	99	32.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	280	77	28	36.4
Filipino	--	--	--	--
Hispanic or Latino	721	231	86	37.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	--	--	--
White	247	66	13	19.7
English Learners	152	46	21	45.7
Foster Youth	517	48	10	20.8
Homeless	38	11	8	72.7
Socioeconomically Disadvantaged	1299	383	132	34.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	317	114	36	31.6

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
11.33	14.12	12.55	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	12.55	0.00
Female	7.98	0.00
Male	14.79	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	14.29	0.00
Filipino	0.00	0.00
Hispanic or Latino	13.59	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.34	0.00
White	8.91	0.00
English Learners	15.79	0.00
Foster Youth	5.61	0.00
Homeless	10.53	0.00
Socioeconomically Disadvantaged	12.55	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.09	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 Court 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
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	2	1	0	0

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	3	1	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
K	1	1		

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	14	15	1	0
Mathematics	14	15	1	0
Science	14	15	1	0
Social Science	14	15	1	0

2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	17	0	0
Mathematics	14	17	0	0
Science	14	17	0	0
Social Science	14	17	0	0

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	12	16	0	0
Mathematics	12	16	0	0
Science	12	16	0	0
Social Science	12	16	0	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	226

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.4

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	$23,052	$8,710	$14,341	$104,700.81
District	N/A	N/A	N/A	82,835
Percent Difference - School Site and District	N/A	N/A	N/A	23.3
State	N/A	N/A	$11,146	$101,084
Percent Difference - School Site and State	N/A	N/A	25.1	3.5

Fiscal Year 2024-25 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 some of the funding programs in which Court School participates:

1) Title I, Part A and Part D fund 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

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

Kern County Community School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

4.23

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.
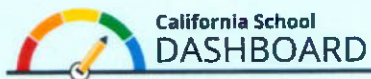
- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

- 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

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	
	PLATO Course Pre-Calculus, Edmentum, 2024	
Science	PLATO Course Biology with Virtual Labs, Edmentum, 2020	0
	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	0
	PLATO Course U.S. History, Edmentum, 2025	
	PLATO Course U.S. Government, Edmentum, 2020	
	PLATO Course Economics, Edmentum, 2020	
Foreign Language	Spanish I, Edmentum, 2020	0
	Spanish II, Edmentum, 2020	
Health	Health, Edmentum, 2025	0
	Health 1: Life Management Skills, Edmentum, 2021	
Visual and Performing Arts	Art History and Appreciation, Edmentum, 2022	0
	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	
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

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

Mid-Year 2025-26 LCAP Update

Goal 1: All students will demonstrate growth in their social emotional development as measured by an analysis of data relating to parent/guardian support and school climate and connectedness through action items that build students' capacity and skills in order for students to continue to grow in their social emotional development.

Metric	Baseline from 2024-25 LCAP	Current Status through 12/2025
Priority 3 – Parental Involvement and Family Engagement		
1.1 Number of parents/guardians attending Court and Community School Back to School Night events	Court: 106 parents/guardians attended 4 events Community: 54 parents/guardians attended 4 events	Court: 78 parents/guardians attended 3 events Community: 50 parents/guardians attended 3 events
Metrics 1.2 through 1.7 are related to LCAP Town Hall meetings and the LCAP survey, both of which will conclude in March 2026.		
Priority 5 – Student Engagement		
1.8 School attendance rate	Court: 85.1% Community: 84.8%	Court: 98.4% Community: 84.9%
1.9 Chronic absenteeism rate	Court: 6.1% Community: 77.7%	Court: 9.5% Community: 68.3%
1.10 High school graduation rate	Court: 28.3% (DASS rate: 59.2%) Community: 34.6% (DASS rate: 82.5%)	Court: 41.8% (DASS rate: 72.5%) Community: 38.6% (DASS rate: 56.1%)
Priority 6 – School Climate		
1.11 Suspension rate	Court: 4.1% Community: 10.1%	Court: 5.4% Community: 9.0%
Metrics 1.12 through 1.15 are related to the LCAP survey, which will conclude in March 2026.		

Action	Action Title	Current Status	Budgeted Expenditures	Estimated Actuals as of 12/2025	Notes
1.1	Professional Learning and Coaching	In progress	$50,000	$35,000	MTSS funds
1.2	MTSS Program Specialist	Implemented	$162,172	$81,086	Title I funds
1.3	School Social Workers	Implemented	$919,814	$459,907	Title I funds; CSI funds

1.4	Contract with Kern County Probation Department	Implemented	$350,000	$350,000	Contract for two officers at Bridges Academy
1.5	Campus Supervisors	Implemented	$371,717	$185,856	
1.6	Program Specialist – Behavior Emphasis	Implemented	$168,902	$84,451	
1.7	Community Schools Outreach and Engagement Facilitator	Implemented	$127,011	$63,506	CSI funds
1.8	School Engagement	In progress	$5,000	$2,000	Funds for field trips and leadership opportunities
1.9	School Connectedness	In progress	$10,000	$5,000	
1.10	Parent Engagement	In progress	$20,000	$7,500	Outreach/mailings regarding school activities
1.11	Parent Square	Implemented	$6,000	$6,000	
1.12	Aeries	Implemented	$20,000	$13,000	

Goal 2: All students will demonstrate growth in literacy and numeracy leading to college and career paths as measured by an analysis of data relating to the provision of basic services, implementation of Common Core State Standards, continued parent/guardian involvement, increased student academic achievement, increased student engagement, and access to a broad course of study through action items that support the academic achievement of all students.

Metric	Baseline from 2024-25 LCAP	Current Status through 12/2025
Priority 1 – Basic Services 2.1 Percentage of teachers that are fully credentialed	97%	83% (7 teachers working toward their preliminary or clear credential)
Priority 2 – Implementation of State Standards Metrics 2.2 through 2.4 are related to the LCAP survey, which will conclude in March 2026.		
Priority 4 – Student Achievement 2.5 Percentage of students Court and Community School who score Standard Met or Standard Exceeded	Court English: 0%; Math 0% Community English: 7.36%; Math: 0%	Court English: 0%; Math 0% Community English: 10.00%; Math: 0%
2.6 Number of students earning academic credit in an a-g course	27 students (2.8% of students enrolled for at least 30 days)	Data not available until the end of the school year.

2.7 Percentage of English learners making progress toward English language proficiency	Court: 53.3% Community: 41.4%	Court: 42.3% Community: 50.7%
2.8 English Learner Reclassification Rate	1.1%	Data not available until the end of the school year.
2.9 Percentage of students who score at the Standard Exceeded rate	Court English: 0%; Math: 0% Community English: 1.23%; Math: 0%	Court English: 0%; Math: 0% Community English: 0%; Math: 0%
Priority 7 – Course Access 2.10 Percentage of Students with Disabilities that are provided services based on individualized need determined by assessment and reviewed at least annually by an IEP team, delivered in the least restrictive environment	100%	100%
2.11 Percentage of Students with Disabilities that receive universal screening for emotionally related mental health services upon enrollment in residential Court School to determine additional social emotional support or service needs	100%	100%
Priority 8 – Pupil Outcomes 2.12 STAR Renaissance Pre/Post average growth	Court Reading: 8 months Math: 6 months Community Reading: 3 months Math: 3 months	Court Reading: 6 months Math: 7 months Community Reading: 4 months Math: 4.5 months
Metrics 2.13 through 2.14 are related to the LCAP survey, which will conclude in March 2026.		
Priority 9 – Coordination of Instruction of Expelled Pupils 2.15 Frequency of meetings held with superintendents of Kern County districts	Monthly	Monthly

Action	Action Title	Current Status	Budgeted Exp.	Estimated Actuals as of 12/2025	Notes
2.1	Teacher Staffing	Implemented	$1,817,518	$908,759	
2.2	Paraprofessionals	Implemented	$1,940,262	$970,131	
2.3	Outlying School Sites	Implemented	$250,000	$125,000	
2.4	Edmentum Curriculum	Implemented	$125,000	$122,000	West Kern and Lake Isabella school sites

2.5	Teacher – Instructional Specialist	Implemented	$129,913	CSI funds
2.6	Educational Associates – Technology	Modified	$284,608	$60,000	These staff members were moved to another division.
2.7	Impero Contract	Implemented	$20,000	$15,000	Impero allows teachers to view students' screens to ensure they are not accessing inappropriate websites
2.8	Hardware Update	In progress	$200,000	$125,000	
2.9	CTE Building and Construction Trades	Implemented	$132,914	$66,457	
2.10	Academic Associates	Implemented	$370,877	$185,439	
2.11	Teacher – EL Specialist	Implemented	$176,221	$88,111	
2.12	English Learner Professional Learning	In progress	$30,000	$37,000	Title II funds
2.13	Transportation	In progress	$5,000	$2,500	Bus passes provided to students with transportation challenges
2.14	Frontline	Implemented	$10,000	$8,000	Automated substitute system

Goal 3: Specific student groups will demonstrate an annual increase in CAASPP scores and graduation rates and an annual decrease in chronic absenteeism as measured by an analysis of data relating to pupil achievement, pupil engagement, and school climate through action items that support the academic achievement, attendance rate, and suspension rate of designated student groups.

(Equity Multiplier Goal)

Priority 4 – Student Achievement

Metric	Baseline from 2024-25 LCAP	Current Status through 12/2025
3.1 Community School Socioeconomically Disadvantaged student group CAASPP Standard Met/Standard Exceeded rate	English: 6.85% Math: 0%	English: 8.07% Math: 0%
3.2 Community School Hispanic student group CAASPP Standard Met/Standard Exceeded Rate	English: 11.11% Math: 1.25%	English: 10.29% Math: 0%
3.3 Community School English Learner student group English Learner Progress	41.4% making progress	50.7% making progress
3.4 Community School Long-Term English Learner student group English Learner Progress	41.4% making progress	50.7% making progress

		53.3% making progress	42.3% making progress
3.5	Court School English Learner student group English Learner Progress	53.3% making progress	42.3% making progress
Priority 5 – Student Engagement			
3.6	Community School Hispanic student group chronic absenteeism rate	76.1%	67.0%
3.7	Community School Socioeconomically Disadvantaged student group chronic absenteeism rate	78.5%	70.8%
3.8	Community School English learner student group graduation rate	23.8%	34.2%
3.9	Community School Long-Term English Learner student group graduation rate	20.5%	34.2%
3.10	Community School Hispanic student group graduation rate	29.3%	37.1%
3.11	Community School Socioeconomically Disadvantaged student group graduation rate	34.0%	37.7%
3.12	Community School Students with Disabilities student group graduation rate	21.2%	46.2%
3.13	Community School White student group graduation rate	48.7%	50.0%
3.14	Court School Hispanic student group graduation rate	34.9%	50.0%
3.15	Court School Socioeconomically Disadvantaged student group graduation rate	28.3%	41.8%
3.16	Court School Students with Disabilities student group graduation rate	23.5%	29.7%
3.17	Court School African American student group graduation rate	26.5%	34.6%
Priority 6 – School Climate			
3.18	Community School English learner student group suspension rate	9.2%	11.7%
3.19	Community School Hispanic student group suspension rate	9.2%	12.9%
3.20	Community School Socioeconomically Disadvantaged student group suspension rate	10.2%	15.7%
3.21	Community School Homeless student group suspension rate	23.3%	20.0%

3.22 Community School African American student group suspension rate	26.8%	28.0%
3.23 Community School Foster Youth student group suspension rate	27.7%	46.9%
3.24 Community School Long-Term English Learner student group suspension rate	13.3%	12.1%
3.25 Community School Students with Disabilities student group suspension rate	30.1%	31.7%
3.26 Court School African American student group suspension rate	5.8%	8.6%
3.27 Court School Hispanic student group suspension rate	7.7%	7.4%
3.28 Court School Socioeconomically Disadvantaged student group suspension rate	8.1%	7.1%
3.29 Court School Students with Disabilities student group suspension rate	9.1%	8.8%
Priority 8 – Pupil Outcomes		
3.30 Community School English learner student group college and career readiness rate	0%	0%
3.31 Community School Hispanic student group college and career readiness rate	7.9%	1.3%
3.32 Community School Socioeconomically Disadvantaged student group college and career readiness rate	7.5%	2.6%
3.33 Community School Students with Disabilities student group college and career readiness rate	9.4%	8.0%
3.34 Community School White student group college and career readiness rate	2.6%	0%
3.35 Court School African American student group college and career readiness rate	0%	0%
3.36 Court School Hispanic student group college and career readiness rate	3.9%	3.6%
3.37 Court School Socioeconomically Disadvantaged student group college and career readiness rate	2.4%	2.0%

3.38				3.0%	0%
Court School Students with Disabilities student group college and career readiness rate					

Action	Action Title	Current Status	Budgeted Exp.	Estimated Actuals as of 12/2025	Notes
3.1	Professional Learning Communities	In progress	$20,000	$17,000	
3.2	ELD Teachers	Implemented	$390,000	$195,000	
3.3	Instructional Assistant III – Behavior Emphasis	Implemented	$51,319	$25,660	
3.4	CTE Teacher	Implemented	$43,274	$21,637	
3.5	College and Career Fairs	In progress	N/A	N/A	Students attend field trips to local colleges and places of employment.
3.6	Differentiated Assistance Team	Implemented	N/A	N/A	The DA team meets every 4 weeks.
3.7	Attention2Attendance	Implemented	$40,000	$40,000	Attendance software system
3.8	Campus Supervisor	In progress	$40,000	$0	Due to a lack of qualified applicants, this position has not been filled.
3.9	Vice Principal	Implemented	$188,526	$94,263	
3.10	School Resource Office	Implemented	$185,000	$92,500	
3.11	Behavior Intervention Specialists	Implemented	$260,000	$130,000	

Goal 4: Foster Youth Services Coordinating Program intends to maintain the coordination of foster youth services throughout Kern County by training, supporting, and collaborating with the county's local education agencies (LEAs), county office of education schools, placement agencies, and communities to eliminate and/or reduce the unique educational barriers that foster youth students may experience when enrolling, attending, and succeeding in school.

(This goal does not utilize LCFF funding.)

Metric	Baseline from 2024-25 LCAP	Current Status through 12/2025
Priority 10 (a) – Working with the county Child Welfare Agency to minimize changes in school placement		
4.1 Number of regional meetings, trainings, and technical assistance provided to child welfare and probation	822	393
4.2 Number of services provided to child welfare social workers and probation officers, including records requests, consultation, and Best Interest Determination meetings	802	428
4.3 Percentage reduction in gap between foster youth and non-foster youth students in school stability rates	34% gap Foster Youth: 56% Non-Foster Youth: 90%	32% gap Foster Youth: 58% Non-Foster Youth: 90%
4.4 Percentage reduction in gap between foster youth and non-foster youth students in suspension rates	12% gap Foster Youth: 16% Non-Foster Youth: 4%	12% gap Foster Youth: 16% Non-Foster Youth: 4%
Priority 10(b) – Providing educational-related information to the County Child Welfare Agency to assist in the delivery of services to foster youth, including court reports		
4.5 Number of bimonthly Foster Youth Education Network meetings hosted by FYSCP with LEA foster youth education liaisons, child welfare, and probation staff	5	2
4.6 Number of active Foster Focus user accounts with child welfare, probation, and school staff	469	435
4.7 Number of child welfare, probation, and school staff trained on identification and case management features of Foster Focus	65	68

Measure	Value 1	Value 2
4.8 Percentage reduction in gap between foster youth and non-foster youth students in chronic absenteeism rates	11% gap Foster Youth: 35% Non-Foster Youth: 24%	15% gap Foster Youth: 32% Non-Foster Youth: 17%
4.9 Percentage gap in CAASPP ELA proficiency scores between foster youth and non-foster youth students	19% gap Foster Youth: 19% Non-Foster Youth: 38%	21% gap Foster Youth: 19% Non-Foster Youth: 40%
4.10 Percentage gap in CAASPP Mathematics proficiency scores between foster youth and non-foster youth students	15% gap Foster Youth: 8% Non-Foster Youth: 23%	13% gap Foster Youth: 11% Non-Foster Youth: 24%
4.11 Percentage gap in dropout rates between foster youth and non-foster youth students	17% gap Foster Youth: 26% Non-Foster Youth: 9%	28% gap Foster Youth: 37% Non-Foster Youth: 9%
4.12 Percentage gap in four-year graduation rate between foster youth and non-foster youth students	29% gap Foster Youth: 56% Non-Foster Youth: 85%	33% gap Foster Youth: 55% Non-Foster Youth: 88%
Priority 10(c) – Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of educational services		
4.13 Number of meetings conducted by the Foster Youth Services Director in collaboration with the Juvenile Agencies Meeting (JAM)	4	2
4.14 Number of foster youth completing financial aid applications through the FYSCP College Navigator Program	23	5
4.15 Percentage of foster youth completing financial aid applications during their senior year	36%	19%
Priority 10(d) – Establishing a mechanism for the efficient expeditious transfer of health and education records and education passports		
4.16 Percentage of foster youth students with completed electronic school records and/or education rights holder information	72%	43%

Action	Action Title	Current Status	Budgeted Exp.	Estimated Actuals as of 12/2025	Notes
4.1	Foster Focus (MOU with Child Welfare Services Agency)	Implemented	$6,500	$6,500	
4.2	Foster Youth Education Facilitators	Implemented	$251,529	$125,765	
4.3	Communication with Department of Human Services	Implemented	N/A	N/A	
4.4	Prevention Services	Implemented	$216,313	$108,156	
4.5	Facilitator and Clerk	Implemented	N/A	N/A	
4.6	FAFSA	Implemented	$148,661	$74,330	
4.7	FYSCP Research Specialist	Implemented	$78,070	$39,035	
4.8	FYSCP Clerk	Implemented	N/A	N/A	
4.9	Student Voice Training	Implemented	$10,000	$0	
4.10	YES Conference	In progress	N/A	N/A	Conference scheduled for 3/6/26
4.11	YES School Site Organizations	Implemented	$65,102	$32,551	
4.12	Peer Support Specialist	Implemented	N/A	N/A	
	Partnership with Post-Secondary Institutions	Implemented			

Goal 5: All schools in Kern County Special Education programs will demonstrate improvements related to their functional and core academic skills in the areas of English Language Arts and mathematics by reducing the Distance from Standard (DFS) on state academic assessments, improving scores on local common formative assessments (CFA) tied to the program's adopted standards-based curriculum, receiving appropriate instruction and support to meet IEP goals, and reducing absenteeism and suspensions across all programs and student groups to ensure maximum student participation in their individualized programs.

(This goal does not utilize LCFF funding.)

Metric	Baseline from 2024-25 LCAP	Current Status through 12/2025
Priority 2 – Implementation of State Standards		
5.1 Number of staff participating in at least one training on Core Curriculum and Instruction	353	72
5.2 Number of completed training hours for the purpose of improving specialized instruction	7,466	4,130
5.3 Percentage of ULS (ESN) teachers who logged on and used the program's adopted curriculum for ELA and/or math within the past month	46%	78%
5.4 Activity in SAAVAS ELA curriculum	Active students: 41% Active days: 3 days per student Active teachers: 66%	Active students: 0% online (students accessing hard copies) Active days: 0 days per student Active teachers: 66%
Priority 4 – Student Achievement		
5.5 CAASPP ELA Distance from Standard	85.6 points	68.4
5.6 CAASPP Math Distance from Standard	111 points	85
5.7 Percentage of English learners making progress toward English language proficiency	37.8%	36.8%
Priority 5 – Student Engagement		
5.8 Percentage of students who had 100-95% of their IEP service minutes implemented	60%	53%
5.9 Percentage of students enrolled for 30 or more days who are chronically absent	66.3%	53.2%

Priority 6 – School Climate		
5.10 Suspension rate	5.2%	3.8%
5.11 Percentage of students who participate in social emotional learning or PBIS activities at least once each week	New metric – 0%	50%

Action	Action Title	Current Status	Budgeted Exp.	Estimated Actuals as of 12/2025	Notes
5.1	Core Curriculum Implementation by Teachers	In progress	$25,000	$12,500	
5.2	Social Emotional Learning (SEL)	In progress	$25,000	$12,500	
5.3	Crisis Intervention Programs	In progress	$20,000	$12,000	
5.4	IEP Development Training	In progress	$12,000	$6,000	
5.5	Common Formative Assessment (CFA) Development	In progress	$10,000	$2,000	
5.6	Student Participation Handbook	In progress	$5,000	$500	

4.2.5

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 16, 2026**. Only ONE Ballot per Board. Be sure to mark your vote "**X**" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2026 DELEGATE ASSEMBLY BALLOT
COUNTY DELEGATE REGION 12
(Tulare and Kern Counties)

Number of seats: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2026 - March 31, 2028

*denotes incumbent

☐ Antonio Rodriguez (Tulare COE)*

_____   _____
Provision for Write-in Candidate Name   *COE*

_____   _____
Signature of Superintendent or Board Clerk   *Title*

_____   _____
COE Name   *Date of Board Action*

See reverse side for list of all current Delegates in your region.

REGION 12 – 13 Delegates (11 elected/ 2 appointed)

Director: Bill Farris

Below is a list of all elected or appointed Delegates from this Region.

Subregion 12-A (Tulare)
Walta Gamoian (Visalia USD), 2026
Peter Lara Jr. (Porterville USD), 2026
Felipe Martinez (Porterville USD), 2027
Jorge Sanchez (Woodlake USD), 2027
Subregion 12-B (Kern)
Jim Beltran (McFarland USD), 2027
Leigh Ann Cook (Rosedale Union SD), 2027
Anthony Fuentes (Bakersfield City SD), 2026
Pamela Jacobsen (Standard SD), 2026
David Manriquez (Kern HSD)*, 2027
Sharon Nicol (Wasco Union HSD), 2027
Steven Rodrigue (Kern HSD)*, 2026
Paula Van Auken (Panama-Buena Vista Union USD), 2027
Region 12 County
Antonio (Tony) Rodriguez (Tulare COE), 2026

Counties

Santa Barbara (Subregion A)
Ventura (Subregion B)

View results

1. I have been... *

  ○ Appointed

  ◉ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Antonio V Rodriguez

3. Full name *

Antonio Vargas Rodriguez

4. Region/subregion *

12 - County   ⌄

5. Name of District or COE *

Tulare County Board of Education

6. Years on board *

2

7. Profession

Retired Superintendent

8. Contact number *

559-901-9458

9. Primary email address *

tony.rodriguez@tcoe.org

10. Are you an incumbent Delegate? *

◉ Yes

◯ No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I was a math teacher for Eighteen years, then site administrator for ten years. I was then selected to be the Assistant Superintendent for ten years and finally finished my career as Superintendent in the Tulare Unified High School District. i have experience in all aspects of education especially as a leader that implemented systems changes. After I retired I felt that I still wanted to use my experience to contribute more in Education. I was fortunate to get on the County Board of Education where I can continue to be involved in the education of students. During this past year I was appointed to be a Delegate and I have enjoyed the experience. I see it as way to contribute in making a larger impact.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I am on the Tulare County Board of Education, Tulare High School Foundation, Kiwanis, Tulare Public Library Advisory Committee, the local hispanic organization called HACER (Hispanic Alliance for Culture, Education, and Recognition).

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

Biggest challenge for governing boards is how to navigate the fiscal challenges, trying to balance a budget while still trying to provide a quality education to students. Another challenge are the mandates being driven by the top down with out local control input. CSBA is a valuable organization to can advocate for governing boards at the state level.

4.2.6

RESOLUTION OF THE KERN COUNTY BOARD OF EDUCATION
CELEBRATING AMERICA'S 250th ANNIVERSARY

In Re:

RECOGNITION IN CELEBRATION OF
AMERICA'S 250th ANNIVERSARY

RESOLUTION NO. _____

February 10, 2026

WHEREAS, on July 4, 2026, the United States of America will celebrate its 250th anniversary, the Semiquincentennial, marking the signing of the Declaration of Independence and the founding of our nation;

WHEREAS, the Founders, guided by faith and conviction, pledged their lives to establish a nation dedicated to liberty, self-governance, and the unalienable rights of all, as enshrined in our founding documents;

WHEREAS, America's history is one of perseverance, sacrifice, and achievement, in which generations of patriots have defended our freedoms, advanced prosperity, and upheld the blessings of liberty;

WHEREAS, instilling respect for our flag, Constitution, and founding principles in each new generation is vital to preserving the Republic and its values;

WHEREAS, a strong republic relies on an educated citizenry, and schools are vital in fostering the civic virtues and knowledge essential for self-governance and gratitude for our national heritage to form a more perfect union for future generations;

WHEREAS, schools are vital in educating students to uphold America's founding principles, honor the sacrifices made for our freedoms, and recognize our nation's triumphs and challenges as a force for good worthy of protection; and

WHEREAS, the Semiquincentennial offers a historic opportunity to celebrate America's 250th anniversary, fostering patriotism and unity through meaningful activities that honor our shared history, reflect on our nation's achievements, and recommit to its enduring founding principles.

NOW, THEREFORE, BE IT RESOLVED, that the Kern County Board of Education proudly commemorates the 25th anniversary of the United States by declaring the week of July 4-10, 2026, as **America's Semiquincentennial Week**, during which Reaching Individual Success through Education (RISE) programs will engage staff, students, and families in patriotic assemblies, lessons on the Constitution and founding documents, projects honoring veterans and civic leaders, and activities celebrating America's history, achievements, and future; and

BE IT FURTHER RESOLVED, that the Kern County Board of Education commits to embracing the Semiquincentennial as an opportunity to reinforce American values within the RISE culture, inspiring students to embrace the principles of our nation's Founders, fostering deep appreciation for the sacrifices made to secure our freedoms, and encouraging them to uphold a legacy of perseverance, innovation, and civic responsibility; and

BE IT FINALLY RESOLVED, that the Kern County Board of Education calls upon our community to join in this celebration, reflect on our nation's remarkable journey, and recommit to the principles of liberty, justice, and self-governance that make America a nation worthy of pride and dedication.

APPROVED AND ADOPTED this 10th day of February 2026, at a regular meeting of the Kern County Board of Education. On motion of _____ and seconded by _____, this Resolution is adopted by the following vote:

AYES:
NOES:
ABSENT: