BOARD OF EDUCATION
REGULAR MEETING AGENDA

February 13, 2024
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, 1300 17th Street, Seventh Floor, Bakersfield, CA 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) 636-4624 (Government Code 54954.2).

This meeting is being held in an in-person format. Members of the public wishing to provide comment 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 to the Flag

1.3 Roll Call

	Present	Absent
Julie Beechinor, *Area 1*	_____	_____
Joe Marcano, *Area 2*	_____	_____
Mary M. Little, *Area 3*	_____	_____
Jose Gonzalez, *Area 4*	_____	_____
Paula Bray, *Area 5*	_____	_____
Daniel R. Giordano, *Area 6*	_____	_____
Lori Cisneros, *Area 7*	_____	_____
Dr. John G. Mendiburu, *Superintendent*	_____	_____

1.4 Agenda Issues

1.5 Approval of the Minutes from January 9, 2024

Motion_____Second_____Ayes_____Nays_____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. In exceptional circumstances, the Board President may, with Board consent, reduce or increase the amount of time allowed or 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 adjustment 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 fill out a form before the board meeting begins, providing a name and the agenda item or other topic within 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 Closed Session

3.1 Conference with Legal Counsel-Existing Litigation

(Subdivision (a) of Government Code section 54956.9) Kern County Superior Court Case number BCV-23-103771

3.2 Conference with Legal Counsel-Existing Litigation

(Subdivision (a) of Government Code section 54956.9) Kern County Superior Court Case number BCV-23-100890

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 Graduation Diplomas

Motion_____Second_____Ayes_____Nays_____Abstain_____

4.2 General Business

4.2.1 Approval of the Grow Academy Charter Petition for Five-Year Term: July 1, 2024-June 30, 2029

Motion_____Second_____Ayes_____Nays_____Abstain_____

4.2.2 Accept and File the Mid-Year 2023-24 LCAP Update

Motion_____Second_____Ayes_____Nays_____Abstain_____

4.2.3 Approval of the 2022-2023 Schol Accountability Report Card (SARC)-Community School

Motion_____Second_____Ayes_____Nays_____Abstain_____

4.2.4 Approval of the 2022-2023 School Accountability Report Card (SARC)-Court School

Motion_____Second_____Ayes_____Nays_____Abstain_____

4.2.5 California School Boards Association 2024 Delegate Assembly Ballot

Motion_____Second_____Ayes_____Nays_____Abstain_____

4.2.6 Policy First Read – BB 6161.11 Supplementary Instructional

4.2.7 Presentation and Discussion of Student Representative to the Board

5.0 Report of County Board of Trustee Members

5.1 Members of the Board will report out on various topics.

6.0 Report of County Superintendent

6.1 The County Superintendent will report out 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 12, 2024 at 6:30p.m.

8.2 Time of adjournment: _____p.m.

BOARD OF EDUCATION
REGULAR MEETING MINUTES

January 9, 2024
6:30 P.M.

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

1.0   General Functions

1.1 Call to order time 6:31 p.m.

1.2 Pledge of Allegiance to the Flag

1.3 Roll Call

Board Members Present: Julie A. Beechinor, Paula E. Bray, Lori J. Cisneros, Daniel R. Giordano, Mary M. Little, Joe L. Marcano

Also Present: Dr. John G. Mendiburu, Superintendent, Dr. Lisa Gilbert, Deputy Superintendent, Mr. Christian Shannon, Deputy Superintendent, Assistant Superintendent Mr. Jonathan Medina, Assistant Superintendent, Mr. Steve Sanders, Chief of Staff

Absent: Board Member Jose E. Gonzalez, Jr.

1.4 Agenda Issues

There were no issues.

1.5 Approval of the Minutes from December 12, 2024

Motion by Mr. Marcano, seconded by Ms. Beechinor, to approve the minutes of December 12, 2023. Vote as follows:

Ms. Beechinor	yes	Mr. Giordano	yes	Ms. Little	yes
Ms. Bray	yes	Mr. Gonzalez	absent	Mr. Marcano	yes
Ms. Cisneros	abstain				

2.0   Public Comments

Mr. Wayne Wong reported on community events. He attended an event that raised funds to place a wreath at every grave at the National Cemetery, a Fox Theatre prayer group, an event by Stay Focus Ministries to raise funds for Toys for Tots, and a candlelight service at Canyon Hills Church.

3.0 Informational Items – No Action Taken

3.1 Kern County Academic Dashboard Update

Deputy Superintendent Dr. Lisa Gilbert gave a report regarding the purpose of the dashboard report to monitor student progress and determine if a school district is eligible for differentiated assistance. State funds are used to provide differentiated assistance support to school districts.

4.0 Action Items

4.1 Consent Agenda

Motion by Ms. Little, seconded by Mr. Marcano, to approve the list of graduation diplomas (Exhibit 23-24-30). Vote as follows:

Ms. Beechinor	yes	Mr. Giordano	yes	Ms. Little	yes
Ms. Bray	yes	Mr. Gonzalez	absent	Ms. Marcano	yes
Ms. Cisneros	yes				

4.2 General Business

4.2.1 Public Hearing-Grow Academy Charter Petition for Five-Year Term July 1, 2024-June 30, 2029

Mr. Giordano opened the public hearing at 7:15 p.m. Dr. Rick Esquivel, Mr. Doc Ervin, Ms. Elsa Vargus, and Mr. Steve McClain reviewed the vision and mission for Grow Public Schools and how the model benefits the communities of Shafter and Arvin. A countywide charter will allow them to expand. Teachers and parents addressed the Board in support of the countywide charter petition. Mr. Giordano thanked speakers and close the hearing at 7:52 p.m. The petition is Exhibit 23-24-31.

4.2.2 Audit Report-Grow Academy (Exhibit 23-24-32)
4.2.3 Audit Report-Wonderful Academies (Exhibit 23-24-33)
4.2.4 Audit Report-KCSOS (Exhibit 23-24-34)

Motion by Ms. Beechinor, seconded by Mr. Marcano, to accept and file the three audit reports.

Ms. Beechinor	yes	Mr. Giordano	yes	Ms. Little	yes
Ms. Bray	yes	Mr. Gonzalez	absent	Mr. Marcano	yes
Ms. Cisneros	yes				

4.2.5 Resolution for Standard School Supplies

Mr. Medina reported that supplies are purchased through a competitively bid contract and there are no special circumstances. The resolution is Exhibit 23-24-35. Motion by Mr. Marcano, seconded by Ms. Bray. A roll call vote was taken:

Ms. Beechinor	yes	Mr. Giordano	yes	Ms. Little	yes
Ms. Bray	yes	Mr. Gonzalez	absent	Mr. Marcano	yes
Ms. Cisneros	yes				

4.2.6   Resolution for Mock Trial Event

The resolution is Exhibit 23-24-36. Motion by Ms. Little, seconded by Ms. Beechinor, to adopt the resolution. A roll call vote was taken.

Ms. Beechinor	yes	Mr. Giordano	yes	Ms. Little	yes
Ms. Bray	yes	Mr. Gonzalez	absent	Mr. Marcano	yes
Ms. Cisneros	yes				

4.2.7   Williams Quarterly Reports

The reports reflected no complaints and are Exhibit 23-24-37. Motion by Ms. Bray, seconded by Mr. Marcano, to accept and file the reports. Vote as follows:

Ms. Beechinor	yes	Mr. Giordano	yes	Ms. Little	yes
Ms. Bray	yes	Mr. Gonzalez	absent	Mr. Marcano	yes
Ms. Cisneros	yes				

5.0   Report of County Board of Trustee Members

5.1 Ms. Cisneros attended a Reawaken America Tour and was invited to share her story of how she became a board member. Ms. Cisneros will continue to celebrate student achievement and represent parental rights. Ms. Cisneros reported that she was able to review a list of books used by KCSOS classrooms and found a book that should be removed from the books offered due to the graphic violence in the book. Dr. Mendiburu said that the book has since been removed from use in KCSOS classrooms. Ms. Cisneros requested that that a policy be adopted for the review of books and adoption of books used in the KCSOS classrooms. Dr. Mendiburu said he will bring a sample policy to the board for review and adoption.

Ms. Bray reported that she found a document titled District Origins of School Districts in Kern County. It is an amazing story and at one time there were 108 school districts in Kern County. She recommended reading the story. Ms. Bray requested the date of the Mock Trial event.

Ms. Little said she enjoyed the Grow Academy report. She reported that she has heard that KHSD teachers are using the CANVAS Program to change a student's profile when a student is transitioning and not notifying parents. She attended CALM HolidayLIghts and said it was fabulous. The families that she gave tickets to were very appreciative. Ms. Little distributed a list of legislative bills that should be monitored. Ms. Bray asked if the KCSOS legislative staff member could attend a board meeting to give an update on bills and Dr. Mendiburu said he will see if this can be coordinated with his schedule.

Mr. Marcano reported that he was happy to hear the good things about the Grow Academy in Shafter.

Mr. Giordano asked board members to keep Mr. Gonzalez in your prayers.

6.0   Report of County Superintendent

6.1 Dr. Mendiburu reported that the Governor's proposed budget will be released soon. KCSOS will meet with district superintendent and CBOs soon after. Dr. Mendiburu will email board members with dates to make a charter school and alternative education site visits. CALM had 74,000 people attend HolidayLights this year and that exceeds previous attendance. Dr. Mendiburu expressed his appreciation for Dr. Lisa Gilbert and her team for their instructional leadership.

7.0   Agenda Items for the Next Meeting

7.1 Policy for review of books used in KCSOS classrooms.

8.0   Adjournment

8.1 Unless otherwise posted, the next regularly scheduled meeting will be held on **February 13, 2024 at 6:30p.m.**

8.2 Time of adjournment: 8:31 p.m.

GROW Countywide Charter Petition

KCSOS Staff Findings and Recommendations

I. Introduction

The Kern County Superintendent of Schools received a petition from GROW Public Schools for a Countywide Charter on December 8, 2023.

II. Standards and Timetable for Review of a Countywide Charter Petition.

On behalf of the County Board, KCSOS will review a petition under Education Code 47605.6 for the operation of a charter school that operates at one or more sites within the geographic boundaries of the county and that provides instructional services that are not generally provided by a county office of education. Such a petition must demonstrate, in addition to the other requirements of section 47605.6, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. The petition may be submitted to the county board of education for review after either of the following conditions is met:

1) The petition is signed by a number of parents or guardians of pupils residing within the county that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation and each of the school districts where the charter school petitioner proposes to operate a facility has received at least 30 days' notice of the petitioner's intent to operate a charter school pursuant to this section.
2) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation and each of the school districts where the charter school petitioner proposes to operate a facility has received at least 30 days' notice of the petitioner's intent to operate a charter school pursuant to this section.

Following a comprehensive review of the petition and the public hearing, the County Board shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension {Education Code 47605.6(b)} On behalf of the County Board, KCSOS shall prepare and publish all Staff Findings and Recommendations at least 15 days before the public meeting in which the County Board will either grant or deny

the petition. At this meeting, KCSOS shall present the Staff Findings and Recommendations. Petitioners shall have equal time and procedures to present evidence and testimony in response to the Staff Findings and Recommendations. {Education Code 47605(b)}

KCSOS Staff Review Team

Dr. John Mendiburu, in collaboration with Dr. Lisa Gilbert, Deputy Superintendent of Instructional Support, created a team with expertise in all areas for review within the GROW Countywide Charter Petition including, charter-specific staff, as well as business/fiscal services, curriculum/instruction, legal, governance, special education and English Language learners, and human resources.

III. **Kern County Board of Education Review Criteria {*EC* 47605.6(b)}:**

A county board of education may grant a charter for the operation of a charter school under this part (EC 47605.6) only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district. The county board of education shall deny a petition for the establishment of a charter school if it finds one or more of the following:

1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3) The petition does not contain the number of signatures required by subdivision(a) of *EC* 47605.6.
4) The petition does not contain an affirmation of each of the conditions described in subdivision (e).
5) The petition does not contain reasonably comprehensive descriptions of all of the 15 required elements.
6) Any basis that the county board of education finds justifies the denial of the petition.

IV. **Staff Findings – Based on the attached review matrix, incorporated herein.**

A. The Petition does not contain reasonably comprehensive descriptions of the following:

1. **Instructional Program Components** (Item II-1 on the Review Matrix)

This finding is related to a limited number of Instructional Program Components, specifically:
a. Omission of elementary Science and Social Studies Curriculum and Instructional Strategies.

2

b. A few aspects of the English Language Development Program.

c. English Language learners in regard to language acquisition programs and how Long-term English learners (LTELs) will be identified and monitored.

d. Reclassification of Els in regard to the specification of the charter to use the ELPAC Overall "level 4" as a primary criterion for reclassification.

e. Strategies for English Learner Instruction and Intervention in regard to the charter fully aligning its EL program to include Structured English Immersion, as described in EC sections [305(a)(2) and 306(c)(3)] as well as an MTSS program that includes Dually-identified students (English learners with disabilities).

2. **Method of Measuring Pupil Outcomes** (Item II-3 on the Review Matrix)

a. The charter's petition description of its formative assessment system does not include formative assessments of students' language proficiency.

3. **Suspension and Expulsion Process** (Item II-10 on the Review Matrix)

a. Although the Petition describes the offenses for which students must be and may be suspended and expelled, it does not state the offenses or criteria for which a student might be involuntarily removed. The Petition states: *"involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions.* The Parent/Student Handbook (Appendix K) states: *"Students may be involuntarily removed for reasons including, but not limited to failure to comply with terms of a student's master agreement* (independent study issue).

In addition, the Petition allows for an appeal to the KCBE following a decision to expel pursuant to EC 48900. However, the Parent/Student Handbook under "Expulsion Procedures," states that *"there is no right to an appeal,* which means there is no right to an appeal after a hearing for an involuntary removal, either. While an appeal after expulsion does not necessarily apply to Charter schools, KCSOS has historically ensured that the charters it authorizes abide by the same expulsion criteria as school districts.

V. Staff Recommendations.

The GROW Countywide Charter Petition meets all of the major requirements and criteria for approval of a Countywide Charter Petition under Education Code 47605.6. It is the opinion of staff that the above Findings would not prevent the charter from successfully implementing the program set forth in the Petition and could be readily addressed through a Memorandum of Understanding. As such, it is the recommendation of KCSOS staff that the Kern County Board of Education approve the GROW Countywide Charter Petition.

Summary of Petition Findings: GROW Countywide Charter Petition

	GENERAL REQUIREMENTS: COUNTYWIDE PETITION				

Item #	Requirements: Met	Not Met	If Not Met: Factual Findings	If not met, petition Page #	Can finding be addressed in MOU? If yes, describe
I-A	X		Parent/Guardian Signatures		
I-A	X		Teacher Signatures		
I-B	X		• Countywide petition rationale • District Notifications: Were the districts where the charter intends to place schools provided a 30-day notice prior to submission?		
I-C	X		Charter Petition Findings		

	REASONABLY COMPREHENSIVE DESCRIPTIONS				

Item #	Requirements: Met	Not Met	If Not Met: Factual Findings	Petition Page #	Can finding be addressed in MOU? If yes, describe
11-1		X	**Instructional Program Components:** a. **Elementary Science and Social Studies Curriculum and Instructional Strategies:** The Next Generation Science Standards (NGSS) and Common Core State Standards (CCSS) for History-Social Science are not referenced in the description of the Instructional Program for Science and Social Science. There is no explanation of how the adopted curriculum is used to meet the NGSS and Standards for History-Social Science. A program that adequately meets the rigor of the NGSS and Science Framework would describe instruction that is inquiry-based, phenomena-driven, and that engages students in science and engineering practices, disciplinary core ideas, and cross-cutting concepts. As stated in the History-Social Science Framework, teaching must emphasize "disciplinary and literacy practices—investigation, close reading, analysis of evidence, and argumentative writing" in addition to history content. There is no evidence of this type of instruction as described in the petition.	Pg. 46.	Yes. MOU can state that the charter will follow all CDE Framework guidance for Science for the grade levels served.

Requirements:				Petition	Can finding be addressed in MOU?
Item #	Met	Not Met	If Not Met: Factual Findings	Page #	If yes, describe
II-1		X	**b. English Language Development:** The Petition states that students will be immersed in English while receiving "Spanish language support." The charter should have a plan for how to support all English learners, regardless of their heritage language. It is stated that teachers use the Wonders curriculum to scaffold phonemic awareness, phonics, spelling, vocabulary, fluency, and comprehension instruction. This is a description of Integrated ELD instruction during ELA. Designated ELD should build into and from all core instruction to meet the language demands of the content and needs of the students. As such, Designated ELD should be driven by the California ELD Standards, not the ELA curriculum (i.e. Wonders). Designated ELD is not a time for "enhancement" or supplementation; it is intended to prepare students with access and understanding of core curriculum in all subject areas (not just ELA) or in response to the language barriers impeding English learners to learn the curriculum. The focus of this time should be on the California ELD Standards and "How English Works" (part II of the standards), which includes "knowledge of language, or language awareness, as a critical element of language development – including understanding about how to organize and structure different text types, how to expand and enrich ideas, and how to connect and condense ideas" (California ELA/ELD Framework: ch 1., pg. 33). **c. English Learners:** The petition fails to mention the process for families to request a language acquisition program. Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. "Language acquisition program" refers to educational programs designed for English learners to ensure English acquisition as rapidly and as effectively as possible. Such programs must include instruction on the state-adopted academic content standards, including the ELD standards. Language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language (EC sections 306[c], 310[a]; 5 CCR sections 11300[d], 11309[c]).	Pg. 47 Pg. 55	Yes. Mou can state the charter will identify how EL students will have their language needs met if not reclassified and that the charter will ensure that all English learners will be supported regardless of primary language. Yes. MOU can state that the charter will ensure a compliant ELD program. Yes. The MOU can state that the charter will provide a compliant language acquisition program and how LTEL's and students at rick are identified and monitored.

Requirements: Item #	Met	Not Met	If Not Met: Factual Findings	Petition Page #	Can finding be addressed in MOU? If yes, describe
II-1		X	The description states, "GPS will meet all applicable legal requirements in serving its ELs, including long-term ELs (LTELs)," but lacks a description of how LTELs and students At-Risk of becoming LTELs (AR-LTELs) are identified and monitored, the interventions that are in place to meet their needs, or strategies that are deployed to prevent LTELs. **d. Reclassification Procedures:** The first bullet, "Assessment of language proficiency using an objective assessment instrument including, <u>but not limited to</u>, the ELPAC": The ELPAC Overall Performance Level (PL) 4 was approved by the State Board of Education (SBE) <u>as the statewide standardized ELP criterion</u> for the Summative ELPAC. LEAs shall use ELPAC Overall PL 4 to determine whether a student assessed with the Summative ELPAC has met that criterion. **e. Strategies for English Learner Instruction and Intervention:** ELPAC interim assessments are mentioned in this section but are not described in the MTSS section of the petition (pg. 50-52). It is recommended that the ELPAC Interim Assessments be added and outlined in more detail (such as frequency of administration, method of administration (standardized vs. non-standardized), etc.). It is stated that GPS runs a full-inclusion program for ELs. It is recommended that GPS provide a Structured English Immersion (SEI) approach as California Education code states that at minimum, English learners will be provided a program of Structured English Immersion [EC sections 305(a)(2) and 306(c)(3)]. SEI is defined by CDE as a classroom setting for English learners in which nearly all classroom instruction is provided in English, but with a curriculum and presentation designed for pupils who are learning English. It is stated again in this section that "students are immersed in English with the Spanish language support they need." It is recommended that GPS take into consideration <u>all</u> English language learners, which encompasses more than Spanish speaking students, therefore the best approach would be to ensure a Structured English Immersion (SEI) program.	Pg. 55 Pg.55-57 Pgs. 55-57	Yes. The MOU can state that the charter will abide by state-approved reclassification criteria and procedures. Recommendation only. Yes. The MOU can state that the charter will provide a fully-developed MTSS program that includes EL and Dually-identified students as well as a fully-compliant SEI program as provided in education code.

Requirements: Item #	Met	Not Met	If Not Met: Factual Findings	Petition Page #	Can finding be addressed in MOU? If yes, describe
II-1		X	**f. Serving EL Students with Disabilities:** The petition fails to mention how GPS will identify and determine support for dually identified students (English learners who have an IEP). It also does not mention how accommodations and/or designated supports for assessment will be determined and identified on the students IEP, and there is no language regarding the Initial or Summative Alternate ELPAC. CA Code of Regulations states, "(c) When a pupil's IEP team determines that a pupil has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the pupil shall be assessed using the statewide alternate assessment(s), initial or summative, for English language proficiency, as specified in the pupil's IEP. (d) Administration of the alternate assessment to eligible pupils shall be one-on-one (test examiner to pupil). (e) Depending upon the pupil's disability or needs, the alternate assessment may or may not include the pupil's independent use of the testing interface. (f) With the exception of inappropriate test practices listed in the TAM, eligible pupils may have instructional supports, including physical supports, in addition to resources documented in the pupil's IEP" (CCR 5 11518.30)	Pgs. 60-67	Yes. The MOU can state that the charter will provide a fully-developed MTSS program that includes EL and Dually-identified students. In addition, the MOU can state the charter will administer assessments, as appropriate to student need and that eligible pupils will be provided instructional supports and resources documented in student IEPs.
II-2	X		**Measurable Pupil Outcomes:** **Subpriority A – State Standards Implementation** *Goal: The school will fully implement State Board adopted academic content and performance standards for all students.* *Action: All students, including ELs, will have lesson plans, materials, and assessments that are aligned to the CCSS, NGSS, and other State Standards.* **Subpriority B – EL Students & Academic Content Knowledge** *Goal: ELs have access to high-quality, daily designated ELD instruction and support materials embedded into all core content areas.* *Action: Teachers will participate in professional development through the year as a network and at the school level in the implementation of standards. Topics will include strategies for supporting ELs as part of core instruction.* Professional learning specific to ELs and Integrated ELD is not described in Section II-1 of the petition. It is recommended that a more detailed	Pg. 70 Pg. 72	Requirements met. Recommendations only. Since this goal is specific to ELs, it is recommended that the CA ELD Standards be referenced more specifically. Recommendation only. A description of support materials for <u>all</u> core content areas is not present in Section II-1: Instructional Program Components. Wonders is described as support materials for Designated ELD and ELA, but materials to support language access and development in the remaining core subjects is not provided. The MOU can include that the charter will ensure that professional learning specific to Els and integrated ELD will be provided.

Requirements: Item #	Met	Not Met	If Not Met: Factual Findings	Petition Page #	Can finding be addressed in MOU? If yes, describe
II-2	X		description of professional learning related to supporting ELs be added to Section II-1 so that the two sections are better aligned. **Subpriority C – EL Students & English Language Proficiency** Methods of Measurement: It is recommended that ELPI be included as a metric for this goal. **State Priority #4 – Student Achievement** Science is listed as a CAASPP assessment throughout this section. The correct acronym for the California Science Test is CAST.	Pgs. 75-76 Pgs. 75-76	Recommendation only.
II-2	X		**Measurable Pupil Outcomes:** **Subpriority E – EL Proficiency Rates** Methods of Measurement: CAASPP is the only method of measurement for this subpriority. The CAASPP primarily measures students' academic content knowledge. To more accurately measure and monitor students' English proficiency, ELPAC, Interim ELPAC, and ELPI should be used. **Subpriority F – EL Reclassification Rates** Actions to Achieve Goal: It is recommended that periodic administration of Interim ELPAC assessments be added as an action step since the Interim ELPAC is referenced in Section II-1 as a formative assessment for ELs. **State Priority #7 – Course Access** Integrated and Designated ELD that builds into and from core instruction should be added to the action steps as both are essential to providing access to course content. **Subpriority B – Mathematics** Actions to Achieve Goal, second bullet point states, "Identify and hire experienced single English teachers to implement ..." This should state "experienced single subject Math teachers" (I think? I'm not quite sure what they are trying to state here). **Subpriority C – Social Sciences** and **Subpriority D – Science** In both sections, the same error as above for math exists. Change the second bullet in each action step to reflect the correct single-subject credential required (Social Science or Science).	Pg. 76 Pg. 76 Pgs. 81-82 Pg. 83 Pg. 84	Requirements met. Recommendations only. It is recommended that consideration for students who are dually identified (ELs with an IEP) be added to goals, action steps, and metrics throughout Section II-2.

Requirements:			If Not Met: Factual Findings	Petition Page #	Can finding be addressed in MOU? If yes, describe
Item #	Met	Not Met			
II-3		X	**Method of Measuring Pupil Outcomes:** **Data Analysis and Reporting:** The data cycle conveyed in the diagram on page 91 does not match the schedule provided on pages 89-90. According to the diagram, Interim Comprehensive Assessments (ICA) should be administered after Common Formative Assessments (CFA) so that the cycle of: 1. Formative Assessments, 2. CFAs, and 3. ICAs, can be repeated. According to the schedule, ICAs are administered once (in April), just before CAASPP, ELPAC, and CAST, which makes the data gained from the ICAs difficult to act upon. Additionally, the schedule does not include regular assessment, analysis, and adjustments to instruction for ELs. Formative assessments of students' language proficiency should be included in the assessment cycle.	Pgs. 89-91	Yes. Mou can state that the charter will develop and implement a formative assessment system, and will identify regular, formative assessments for language proficiency.
	X		**Standards-Based Gradebooks:** Paragraph 4 states that "the Teacher Curriculum Team creates CCSS-aligned Common Formative Assessments..." NGSS and ELD standards should be taken into consideration when developing CFAs in addition to the Math and ELA CCSS.		Recommendation only.
II-4	X		**Governance:**		
II-5	X		**Qualifications of employees:**		
II-6	X		**Health and Safety of pupils and staff:**		
II-7	X		**Racial and Ethnic balance:**		
II-8	X		**Admission Requirements:**		
II-9	X		**Audit Processes and problem resolution:**		
II-10		X	**Suspension and expulsion process:** The KCSOS Petition Checklist includes (Page 6): *A listing of the offenses for which a student must be recommended for expulsion and for those which a student may be recommended.*		

Requirements: Item #	Met	Not Met	If Not Met: Factual Findings	Petition Page #	Can finding be addressed in MOU? If yes, describe
II-10		X	The Petition includes a listing of the offenses for which a student must be expelled and may be expelled. However, under the Section entitled "**Involuntary Student Disenrollment, Dismissal or Transfer**" the Petition states: *The Administrative panel may recommend expulsion of any student found to have committed an expellable offense…. And then….for purposes of the clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions.* The Parent/Student Handbook in Appendix K states: *"Students may be involuntarily removed for reasons including, but not limited to failure to comply with terms of a student's master agreement (for independent study).* The Petition does not list any other offenses for which students may be involuntarily disenrolled. Therefore, it is not clear how an "involuntary student disenrollment, dismissal or transfer" is different from an expulsion. Parents and students should be informed of all offenses for which a student may be disenrolled. Page 147 of the Petition allows for an appeal to the KCBOE following a decision to expel pursuant to *EC* 48900. However, in the Parent/Student Handbook under "Expulsion Procedures," it states that "there is <u>no right</u> to an appeal". Which means there is no right to an appeal after a hearing for an involuntary removal either. While an appeal after expulsion does not necessarily apply to Charter schools, KCSOS has historically ensured that the charters it authorizes abide by the same expulsion criteria as school districts. Students either have a right to appeal or they do not.	Pg. 147	Yes. The MOU can require that the charter school delineate the offenses for which students can be suspended/expelled and for which a student can be involuntarily disenrolled. In addition, the MOU can ensure that students expelled or disenrolled are provided an appeal.
II-11	X		**Retirement coverage for employees:**		
II-12	X		**Attendance alternatives for students:**		
II-13	X		**Rights of county office employee transfer:**		
II-14	X		**Dispute resolution:**		
II-15	X		**Closure Procedures:**		

SUPPLEMENTAL CRITERIA					
Item #	**Requirements:** **Met**	**Not Met**	**If Not Met: Factual Findings**	**Petition** **Page #**	**Can finding be addressed in MOU?** **If yes, describe**
III-1	X		Private School provision:		
III-2	X		Proposed Operation and Potential Effects: (facilities, location, administrative services, potential civil liability effects):		
III-3	X		Budget Financial Statements:		
III-4	X		Charter Term:		
III-5	X		Material revisions/authorizer limitations:		
Assurances?			Met.		

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	Desired Outcome for 2023-24	Current Status
Outcome #1 Number of Court School Back to School Night events	4	4
Outcome #2 Number of Community School Back to School Night events	4	5
Outcome #3 EL students: Percentage of parents/guardians present at Back to School Night meetings were parents/guardians of EL students	30.0%	29.3%
Outcome #4 EL students: 100% of parents/guardians of this student group receive additional outreach	100%	100%
Outcome #5 Low Income students: 100% of parents/guardians of this student group receive additional outreach	100%	100%
Outcomes #6 Homeless/Foster Youth students: 100% of parents/guardians of this student group receive additional outreach	100%	100%
Outcome #7 Students with Disabilities: 100% of parents/guardians of this student group receive additional outreach	100%	100%
Outcome #8 Students with Disabilities: 100% of parents/guardians are invited to attend 30 day, annual, and triennial IEPs	100%	100%
Outcome #9 Suspension rate	Court: 3.0% Community: 5.0%	As of 12/22/23 Court: 9.8% Community: 10.5%
Outcome #10 Expulsion Rate	N/A	N/A
Outcomes #11-15		

These metrics are related to the 2024 LCAP survey, which will be given in February 2024.					
Outcome #16 Implementation of Multi-Tiered Systems of Support (Utilizing the Schoolwide Integrated Framework for Transformation – Fidelity Integrity Assessment)				Court: implementation stage or higher in 70% of SWIFT-FIA items Community: installing stage or higher in 75% of SWIFT-FIA items	Court: implementation stage in 29.5% of SWIFT-FIA items Community: installing stage in 43.6% of SWIFT-FIA items

Action	Action Title	Current Status	Budgeted Expenditures	Estimated Actuals as of 12/2023	Notes
1	Professional Learning and Coaching	In progress	$30,000	$20,000	MTSS funds. Staff received training in Restorative Justice Practices (RJP) at the program's annual staff development day event in August. Staff have received two additional trainings with two more scheduled in the spring.
2	MTSS Program Specialist	Implemented	$143,582	$74,816	Title I funds
3	Multi-Tiered Systems of Support (MTSS)	In progress	$10,000	$0	Due to both Court and Community Schools receiving MTSS grants, no LCAP funds need to be utilized.
4	MTSS School Site Teams	In progress	No cost	N/A	MTSS school site teams meet once a month, at a minimum.
5	RULER Curriculum	Implemented	$15,000	$3,000	MTSS funds. Social emotional curriculum utilized in Court and Community Schools
6	AmeriCorps Mentors	Implemented	$114,000	$114,000	A-G grant funds. Six AmeriCorps mentors were placed at five school sites.
7	BrightBytes Contract	Modified	$7,000	$0	BrightBytes informed the program during the summer of 2023 that it would no longer be providing this service. The program created its own survey to distribute two times per year.
8	School Social Workers	Implemented	$713,363	$445,572	Title I, SBHIP, and general budget funds. The program employs six social workers.
9	Contract with Kern County Probation Department	Implemented	$350,000	$350,000	Contract for two officers at Bridges Academy.
10	Campus Supervisors	Implemented	$362,285	$171,367	The program employs five campus supervisors.
11	Nonviolent Crisis Response Training (CPI)	In progress	$3,000	$500	Staff training and certification

12	School Engagement	In progress	$5,000	$500	Funds for field trips and leadership opportunities
13	School Connectedness	In progress	$10,000	$0	MTSS funds were utilized to purchase school/mascot merchandise to use as student incentives.
14	Health and Wellness Program	In progress	$14,000	$14,000	SBHIP funds. Contract to provide after school health and fitness opportunities for students.
15	Parent Engagement	In progress	$20,000	$5,000	Outreach/mailings regarding school activities
16	Parenting Classes	In progress	No cost	N/A	School Wellness provides Parent Project classes
17	Community Schools Outreach and Engagement Facilitator	Implemented	$120,012	$62,491	CSI funds
18	Track (Truancy Reduction and Attendance Coalition of Kern)	Implemented	No cost	No cost	Administrator representation at TRACK meetings
19	Aeries	Implemented	$20,000	$17,100	Allows parents/guardians access to the Parent Portal to view their child's attendance and grades
20	School Messenger	Implemented	$5,000	$3,000	Schools can send out mass messages through phone call, text, and email

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	Desired Outcome for 2023-24	Current Status
Outcome #1 Percentage of teachers that are fully credentialed	100%	97% (3 new teachers with preliminary credentials)
Outcome #2 Percentage of teachers appropriately assigned	100%	100%
Outcome #3 Percentage of teachers who hold appropriate EL authorization	100%	97% (3 new teachers with preliminary credentials)
Outcome #4 Percentage of students who have access to standards-aligned materials	100%	100%
Outcome #5 All facilities will have an overall rating of "Good" on the Facilities Inspection Tool (FIT)	"Good" rating for all facilities	"Good" rating for all facilities

Outcomes #6-12 These metrics are related to the 2024 LCAP survey, which will be completed in February 2024		
Outcome #13 Percentage of teachers that received professional learning training related to EL supports and resources in *Edmentum*	Completed during the 2021-22 school year.	Completed during the 2021-22 school year.
Outcomes #14-15 These metrics are related to the 2024 LCAP survey, which will be completed in February 2024		
Outcome #16-18 These metrics are related to the 2023-24 Town Hall meetings, which will be completed in February 2024		
Outcome #19 Percentage of Court and Community School English learners that increase their English proficiency by at least one level over the previous administration	At least 25.0%	Court School: 57.1% increased their Overall performance from 2022 to 2023 Community School: 42.9% increased their Overall performance from 2022 to 2023
Outcome #20 CAASPP Standard Met/Standard Exceeded rate	Court School English: 7.75% Math: 2.00% Community School English: 5.75% Math: 2.50%	2023 Results Court School English: 0% Math: 0% Community School English: 7.36% Math: 0%
Outcome #21 Percentage of students that scored Near Standard or Above Standard in Reading	Court School: 19.00% Community School: 24.00%	2023 Results Court School: 36.29% Community School: 41.10%
Outcome #22 Percentage of students that scored Near Standard or Above Standard in Writing	Court School: 12.75% Community School: 20.50%	2023 Results Court School: 7.69% Community School: 20.86%
Outcome #23 Percentage of students that scored Near Standard or Above Standard in Math Concepts and Procedures	Court School: 1.50% Community School: 5.00%	2023 Results Court School: 1.96% Community School: 8.64%
Outcome #24	Court School: 3.50%	2023 Results

Percentage of students that scored Near Standard or Above Standard in Problem Solving and Modeling/Data Analysis	Community School: 16.00%	Court School: 17.65% Community School: 38.04%
Outcome #25 California Science Test (CAST) Standard Met/Standard Exceeded rate	Court School 12th grade: 1.50% Community School 8th grade: 1.50% 12th grade: 3.00%	<u>2023 Results</u> Court School 8th grade: Standard Met/Exceeded: 0% Standard Nearly Met: 0% 12th grade: Standard Met/Exceeded: 0% Standard Nearly Met: 66.67% Community School 8th grade: Standard Met/Exceeded: 0% Standard Nearly Met: 19.51% 12th grade: Standard Met/Exceeded: 7.14% Standard Nearly Met: 64.29%
Outcome #26 Number of students that earned academic credit in an a-g course	5% of enrolled students	Data is calculated at the end of the year based on annual enrollment.
Outcome #27 Number of students that completed a CTE pathway	0	Due to short enrollment periods, students are unable to complete the required 300 hours of instruction.
Outcome #28 Number of students completing both a-g and CTE sequences/programs	0	N/A
Outcome #29 Percentage of ELs making progress toward English language proficiency	Court School: At least 50.0% Community School: At least 30.0%	Court School: 57.1% Community School: 42.9%
Outcome #30 Reclassification rate	At least 5.0%	Will be completed at the end of the school year.
Outcome #31 Percentage of pupils passing AP exam with 3 or higher	N/A	N/A
Outcome #32 Percentage of students who score at the Standard Exceeded rate (CAASPP)	Court School English: 1.50% Math: 1.50% Community School English: 2.00%	<u>2023 Results</u> Court School English: 0% Math: 0% Community School

	Math: 1.50%	English: 1.23% Math: 0%
Outcome #33 School attendance data	Court: 90.0% Community: 85.0%	As of 12/22/23 Court: 88.6% Community: 85.5%
Outcome #34 Chronic absenteeism rate	Court: 6.3% Community: 54.5%	As of 12/22/23 Court: 30.0% Community: 46.0%
Outcome #35 Middle school dropout rate	N/A	N/A
Outcome #36 High school dropout rate	County offices of education are assigned the countywide dropout rate.	County offices of education are assigned the countywide dropout rate.
Outcome #37 High school graduation rate	Court: 71.0% Community: 78.5%	2022 DASS Graduation Rate Court: 59.1% Community: 82.5%
Outcome #38 Number of students enrolled in CTE	40% of enrolled students	Data is calculated at the end of the year based on annual enrollment.
Outcome #39 Number of students enrolled in an exploratory career pathways	40% of enrolled students	Data is calculated at the end of the year based on annual enrollment.
Outcome #40 Number of students enrolled in UC/CSU required courses	N/A	N/A
Outcome #41 Number of AP courses offered	N/A	N/A
Outcome #42 Course access for unduplicated pupils	All students have access to all courses.	All students have access to all courses.
Outcome #43 Teacher reported frequency of student computer use in the classroom	Daily: 90% Weekly: 10%	Daily: 78% Weekly: 15%
Outcome #44 Course access for pupils with exceptional needs	Students are ensured all services and programs as identified in their IEPs.	Students are ensured all services and programs as identified in their IEPs.
Outcome #45 Number of Learning Centers	10	8
Outcome #46 STAR Renaissance Pre/Post average growth	Court School Reading: 7 months Court School Math: 5 months Community School Reading: 3 months	2022-23 Data Court School Reading: 8 months Court School Math: 10 months

	Community School Math: 4 months	Community School Reading: 4 months Community School Math: 6 months
Outcomes #47-50 These metrics are related to the 2024 LCAP survey, which will be given in February 2024		
Outcome #51 Frequency of meetings held with referring districts	Quarterly	Quarterly
Outcome #52 Frequency of meetings held with superintendents of Kern County districts	Monthly	Monthly
Outcome #53 Frequency of District Student Tracking List	Monthly	Monthly
Outcome #54 Frequency of KHSD Referral List monitoring	Monthly	Monthly
Outcome #55 Frequency of meetings held between Administrator and Foster Youth Services Liaison	Monthly	Quarterly
Outcome #56 Frequency of meetings held between school site administrators and Foster Youth Services Liaison	Quarterly	Quarterly
Outcome #57 Frequency of transition counselors attendance at AB 490 Liaison meetings	Quarterly	Quarterly
Outcome #58 Foster youth receive the following services: prompt foster youth evaluation; referrals/linkages to tutoring/mentoring, counseling, transitional, and emancipation services; facilitation of timely individualized education programs and all Special Education services; efficient and expeditious transfer of health and education records and the health and education passport	All services maintained	All services maintained

Action	Action Title	Current Status	Budgeted Exp.	Estimated Actuals as of 12/2023	Notes
1	Teacher Staffing	Implemented	$1,533,358	$718,239	Specified teachers; funds for extra help teachers and substitutes
2	Paraprofessionals	In progress	$1,629,565	$750,000	Mid-year hires in progress
3	Outlying School Sites	Implemented	$50,000	$50,000	West Kern and Lake Isabella school sites
4	*Edmentum* Curriculum	Implemented	$75,000	$75,000	

5	*Edmentum* Training	In progress	No cost	N/A	
6	Common Core Implementation	In progress	No cost	N/A	Site admins monitor to ensure implementation of adopted CCSS-aligned curriculum
7	Universal Design for Learning	In progress	N/A	N/A	Two-year contract paid for during the 2022-23 school year.
8	Project Based Learning	In progress	$50,000	$10,000	ELO funds
9	AmeriCorps Mentors	Duplicate of Goal 1, Action #6			
10	Program Specialist – Alternative Education	Implemented	$167,746	$83,391	Special Education funds
11	Teacher – Technology Specialist	Implemented	$151,105	$78,882	Title I funds
12	Educational Associates – Technology	Implemented	$296,458	$133,906	
13	BrightBytes Contract	Duplicate of Goal #1, Action #7			
14	Impero Contract	Implemented	$20,000	$12,242	Impero allows teachers to view students' screens to ensure they are not accessing inappropriate websites
15	Hardware Update	In progress	$100,000	$65,000	
16	CTE Program Specialist	Implemented	$161,278	$84,107	CSI funds
17	CTE Building and Construction Trades	Implemented	$139,877	$64,095	CTE teacher
18	CTE Culinary and Hospitality	Implemented	$114,388	$114,388	SWP funds
19	CTE Medical	Implemented	$44,316	$44,316	CTEIG funds. Medical STEM Lab
20	CTE Career Exploration – Trades Workshops	Implemented	$164,113	$164,113	SWP funds
21	Vocational Automotive	Implemented	$125,849	$65,514	Title I funds. Auto shop teacher
22	JobsPlus! Job Ready Work-Based Learning	Implemented	$311,521	$311,521	WIOA funds
23	Intervention/Enrichment Teachers	Implemented	$535,145	$290,850	Title I funds
24	College and Career Readiness Facilitator	Implemented	$105,333	$52,185	SWP / JobsPlus! funds
25	Career Associates	Implemented	$156,609	$74,928	JobsPlus! funds
26	Academic Advisors	Implemented	$325,831	$130,045	Four positions hired in November
27	Teacher – EL Specialist	Implemented	$167,110	$87,158	Title I funds
28	Redesignated Students Monitoring	In progress	No cost	N/A	Reclassified English learners are regularly monitored

29	English Learner Professional Development	Implemented	$50,000	$53,370.00	ELO funds. In year two of a three-year contract with the Instructional Support division for professional learning.
30	Student Incentives	In progress	$10,000	$3,000	Incentives provided to students for attendance and growth in assessment scores
31	Transportation	In progress	$5,000	$1,000	Bus passes provided to students with transportation challenges
32	Frontline	Implemented	$8,000	$6,206	Automated substitute system
33	Aeries.net	Duplicate of Goal #1, Action #19				

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.

Metric	Desired Outcome for 2023-24	Current Status
Outcome #1 Hispanic student group CAASPP Standard Met/Standard Exceeded rate	ELA: 8.75% Math: 2.39%	2023 Results ELA: 5.31% Math: 0%
Outcome #2 Socioeconomically Disadvantaged student group CAASPP Standard Met/Standard Exceeded rate	ELA: 8.95% Math: 1.95%	2023 Results ELA: 6.85% Math: 0%
Outcomes #3 Hispanic student group chronic absenteeism rate	51.0%	As of 12/22/23 44.0%
Outcome #4 Socioeconomically Disadvantaged student group chronic absenteeism rate	55.0%	As of 12/22/23 48.0%
Outcome #5 Hispanic student group high school graduation rate	55.1%	Data not yet available.
Outcome #6 Socioeconomically Disadvantaged student group high school graduation rate	54.0%	Data not yet available.
Outcome #7 Students with Disabilities student group high school graduation rate	31.8%	Data not yet available.
Outcome #8 Socioeconomically Disadvantaged student group suspension rate	9.8%	As of 12/22/23 11.5%
Outcome #9 Students with Disabilities student group suspension rate	14.4%	As of 12/22/23 22.7%

Action	Action Title	Current Status	Budgeted Exp.	Estimated Actuals as of 12/2023	Notes
1	After School Tutoring	Duplicate of Goal #1, Action #6			
2	Transportation	In progress	$10,000	$300	Bus passes for K-8 students
3	School Social Workers	Duplicate of Goal #1, Action #8			
4	Program Specialist – Behavior Emphasis	Implemented	$172,261	$172,903	

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	Desired Outcome for 2023-24	Current Status
Outcome #1 Average changes in school placement per foster youth student enrolled in Kern County	0.15 changes in placement	0.11 changes in placement
Outcome #2 Percentage of Kern County districts with student databases linked to Foster Focus	30%	11%
Outcomes #3 Percentage of foster youth students in Kern County districts with student databased linked to Foster Focus	70%	54%
Outcome #4 Number of requests of educational records exchanged within four days	250	36
Outcome #5 Frequency of meetings conducted by the Foster Youth Services Director in collaboration with the Juvenile Agencies Meeting (JAM)	Quarterly	Quarterly
Outcome #6 Percentage of foster youth students with completed electronic school records and/or education rights holder information	95%	74%
Outcome #7 Percentage gap in CAASPP ELA scores between foster youth and general population	20% gap	2023 CAASPP Scores 27% gap
Outcome #8 Percentage gap in CAASPP math scores between foster youth and general population	20% gap	2023 CAASPP Scores 29% gap

Outcome #9 Percentage gap in four-year cohort graduation rates between foster youth and non-foster youth students		20% gap	29% gap

Action	Action Title	Current Status	Budgeted Exp.	Estimated Actuals as of 12/2023	Notes
1	MOU with Child Welfare Services Agency	Implemented	$6,500	$6,500	
2	Foster Youth Education Facilitators	Implemented	$251,529	$128,764	
3	Communication with Department of Human Services	Implemented	No cost	No cost	
4	Prevention Services Facilitator and Clerk	Implemented	$216,313.00	$110,156	
5	Financial Aid Support	Implemented	No Cost	No cost	
6	FYSCP Research Specialist	Implemented	$148,661.00	$77,330	
7	FYSCP Clerk	Implemented	$78,070.00	$41,035	
8	Trauma Informed Care Training	Implemented	No cost	No cost	Training provided to school districts
9	YES Conference	In progress	$10,000	$0	Annual spring conference for foster youth
10	YES School Site Organizations	Implemented	No Cost	No cost	Technical assistance for school districts in developing their Youth Empowering Success (YES) school site organizations to support foster youth

RESOLUTION
OF THE
KERN COUNTY BOARD OF EDUCATION

GRANTING APPROVAL OF THE GROW COUNTYWIDE CHARTER PETITION

WHEREAS, GROW Public Schools submitted a petition for the establishment of a Countywide Charter School on December 8, 2023, and

WHEREAS, this Board has conducted a public hearing on the proposed charter as required by law, and

WHEREAS, the staff of the Kern County Superintendent of Schools has reviewed the Countywide Petition submitted on behalf of GROW Public Schools and has determined and reported that it meets statutory requirements for the establishment of a countywide charter school.

NOW THEREFORE BE IT RESOLVED THAT,

1. This Board accepts, and adopts as its own findings, the report of the Kern County Superintendent of Schools regarding the proposed GROW Countywide charter School, and

2. This Board determines that the petition meets the standards and criteria specific in Education Code Section 47605.6, and

3. This Board directs the Kern County Superintendent of Schools to provide the information which has been presented to the Board to the California Department of Education in support of the establishment of a GROW Countywide Charter.

BE IT FURTHER RESOLVED, that this Board grants approval for the GROW Countywide Charter School for a period of five years (July 1, 2024 through June 30, 2029) as authorized by statute, conditional upon both parties signing an agreed-upon Memorandum of Understanding.

BY ORDER OF THE KERN COUNTY BOARD OF EDUCATION

Dated: February 13, 2024

John G. Mendiburu, Ed.D.
Ex Officio Secretary
Kern County Superintendent of Schools

Kern County Community School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

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

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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

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

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

About this School

2022-23 Student Enrollment by Grade Level

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

2022-23 Student Enrollment by Student Group

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

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.20	45.22	216.50	61.34	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	32.00	9.07	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	32.80	9.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	17.20	54.78	46.50	13.17	12115.80	4.41
Unknown	0.00	0.00	25.10	7.11	18854.30	6.86
Total Teaching Positions	31.40	100.00	353.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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

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

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

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

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

Class Assignments

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

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

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

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

Year and month in which the data were collected		August 2023	

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Exact Path, Edmentum, 2020 California English 9, Edmentum, 2020	Yes	0

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

	PLATO Course Introduction to Visual Arts, Edmentum, 2020			
	Art in World Cultures, Edmentum, 2020			
Science Laboratory Equipment (grades 9-12)	N/A		N/A	N/A

School Facility Conditions and Planned Improvements

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

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

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

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

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

North Kern Community School, located in Delano, has an administration building and multiple classrooms to provide instruction in either a classroom or independent study environment. There is also a Learning Center classroom to support students who receive Special Education services. The site also has a multi-purpose building with a full kitchen and stage.

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

Year and month of the most recent FIT report	April - June 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

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

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

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

2022-23 CAASPP Test Results in Science by Student Group

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

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

2022-23 Career Technical Education Programs

During the 2022-23 school year, KCSOS offered career courses linked to a wide range of pathways which were available to all students through the Edmentum online learning platform. These courses are supported by the academic teaching staff who together ensure linked learning opportunities and connections. A career readiness course aligned with the CTECS (Career & Technical Education Consortium of States) job readiness exam is available to Community School students. ServSafe certification is embedded into this course. KCSOS also offers a WIOA-funded JobsPlus! course for transitioning juniors and seniors to build soft skills, earn industry-recognized certifications, and allow students to participate in paid work-based learning. North Kern Community School (NKCS) students participate in hands-on career readiness activities through an on-site STEM lab. Additionally, classes are offered both online and in-person throughout the school year for all community school sites leading to industry certifications in OSHA forklift safety, CPR, AHLAI Hospitality, and ServSafe. Due to the short average length of enrollment in community schools, KCSOS does not have CTE pathway completers. KCSOS students earned 387 industry-recognized certifications in 2022-23. CTE certifications earned are entered into Aeries when received. KCSOS is part of the Alliance for College and Career Pathways collaborative and the Central/Mother Lode Regional Consortium that provide forums to connect with industry representatives, secure CTE funding, and to coordinate pathways between traditional high school districts, KCSOS, and the Kern Community College District. Kern Youth @ Work is also represented on the Bakersfield College Child Development Collaborative, Kern High School District's Regional Occupational Center Partners, and on the KCSOS Kern Pledge College and Career Ready inter-agency work group. Habitat for Humanity, Kern Family Healthcare, Kern Behavioral Health, Kern County Aging & Adult Services, KCSOS Transportation, KCSOS Central Kitchen, KCSOS Maintenance & Operations, and Kern County Juvenile Probation all provide pathway support and guidance as valued industry partners.

2022-23 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

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

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

For more information regarding parental involvement opportunities, please contact Molly Mier, Director of Alternative Education, at (661) 852-5570.

C. Engagement

State Priority: Pupil Engagement

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

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

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

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

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

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

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

2022-23 Chronic Absenteeism by Student Group

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

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

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

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

D. Other SARC Information   Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2020-21 Secondary Average Class Size and Class Size Distribution

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	16	5	
Mathematics	16	16	5	
Science	16	16	5	
Social Science	16	16	5	

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	149

2022-23 Student Support Services Staff

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

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

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

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

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

Fiscal Year 2022-23 Types of Services Funded

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

1) Title I, Part A funds the salaries and benefits of transition counselors and teacher specialists.

2) Lottery and state textbook funds ensure there are sufficient curriculum and instructional materials.

3) Title II funds are utilized to ensure teacher and principal equity.

4) Special Education funding provides funds to pay for Special Education teachers, paraprofessionals, and program specialists, along with supplementary materials necessary for students with IEP's.

5) Comprehensive Support and Improvement funds are utilized to improve student outcomes.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

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

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

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

Professional Development

The Alternative Education program regularly conducts needs assessments to determine the professional development needs of instructional staff. Input is gathered from a variety of sources including, but not limited to, surveys, observations, and student achievement data. This input is used to help guide the planned professional development each school year. During the 2022-23 school year, professional development was focused on supporting teachers and paraprofessionals with implementing Common Core State Standards-aligned curriculum, utilizing technology in the classroom, ELD supports, and trauma informed practices. Professional development for the 2023-24 school year will focus on providing support related to academic coaching, Universal Design for Learning, ELD supports, and trauma informed practices.

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

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

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

Kern County Juvenile Court School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

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

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

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

2023-24 School Contact Information

School Name	Kern County 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/
County-District-School (CDS) Code	15 10157 1530302

2023-24 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

2023-24 School Description and Mission Statement

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

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

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

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

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

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

2023-24 School Description and Mission Statement

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

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	1
Grade 7	2
Grade 8	7
Grade 9	65
Grade 10	77
Grade 11	39
Grade 12	47
Total Enrollment	238

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	16.4%
Male	83.6%
American Indian or Alaska Native	0.4%
Black or African American	23.1%
Hispanic or Latino	61.3%
Two or More Races	0.4%
White	14.7%
English Learners	15.5%
Foster Youth	12.2%
Socioeconomically Disadvantaged	100%
Students with Disabilities	25.6%

A. Conditions of Learning   State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.10	47.03	216.50	61.34	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.17	32.00	9.07	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	32.80	9.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7.50	38.76	46.50	13.17	12115.80	4.41
Unknown	1.70	9.04	25.10	7.11	18854.30	6.86
Total Teaching Positions	19.30	100.00	353.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.90	48.95	251.90	70.89	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	16.40	4.62	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	30.60	8.62	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	10.00	45.06	39.70	11.19	11953.10	4.28
Unknown	1.30	5.95	16.60	4.69	15831.90	5.67
Total Teaching Positions	22.30	100.00	355.30	100.00	279044.80	100.00

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	7.50	10.00
Total Out-of-Field Teachers	7.50	10.00

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

Class Assignments

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

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

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

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

Year and month in which the data were collected	August 2023			

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Exact Path, Edmentum, 2020	Yes	0
	California English 9, Edmentum, 2020		

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

PLATO Course Introduction to Visual Arts, Edmentum 2020

Art in World Cultures, Edmentum, 2020

Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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 well maintained and provide adequate space for students and staff. KCSOS and probation maintenance and operations departments continuously monitor Court School sites to ensure that classrooms and facilities are in good repair and conducive to a productive learning environment. Emergency maintenance needs are given the highest priority. A Williams Settlement notice is posted in all classrooms describing the procedures to be taken if any student, parent, staff, or community member determines a facility has not been adequately maintained.

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

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

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

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

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

Year and month of the most recent FIT report				March - July 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	one probation facility; maintenance in progress

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	67	56	83.58	16.42	1.82
Female	12	9	75.00	25.00	--
Male	54	47	87.04	12.96	2.13
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	18	18	100.00	0.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	41	33	80.49	19.51	3.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	8	57.14	42.86	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	56	83.58	16.42	1.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	17	89.47	10.53	5.88

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	67	54	80.60	19.40	0.00
Female	12	9	75.00	25.00	--
Male	54	45	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	18	18	100.00	0.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	41	31	75.61	24.39	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	9	64.29	35.71	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	54	80.60	19.40	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	17	89.47	10.53	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	3.03	0.00	6.35	0.95	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	41	32	78.05	21.95	0.00
Female	--	--	--	--	--
Male	35	27	77.14	22.86	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	16	13	81.25	18.75	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	17	14	82.35	17.65	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	32	80.00	20.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	12	70.59	29.41	0.00

2022-23 Career Technical Education Programs

During the 2022-23 school year, Kern Youth @ Work offered Career Readiness courses aligned with the CTECS (Career & Technical Education Consortium of States) job readiness exam. All Court School students take this course, which is paced so that students can change facilities/schools and continue the curriculum where they left off. ServSafe certification is embedded into this course. KCSOS also offers a WIOA-funded JobsPlus! course for transitioning juniors and seniors to build soft skills, earn industry certifications, and allow students to participate in paid work-based learning. Automotive classes are offered at both Redwood and Erwin Owen High Schools. Career courses linked to a wide range of pathways are available to all students through the Edmentum online learning platform. These courses are supported by the academic teaching staff who work together to ensure linked learning opportunities and connections. Additional instructional support is provided to resource students per their IEP and to English Learners, as needed. CTE construction staff offer trades skills instruction at two court sites aligned with the NCCER Core Construction curriculum. These classes include OSHA-10 for Construction and Forklift Safety certifications. Trades workshops also provide CTE instruction for in-custody youth on weekends. Workshops include logistics, welding, electrical, furniture building, and culinary arts. OSHA forklift safety, ServSafe, and CPR certification courses are offered multiple times throughout the year to interested students. KCSOS students earned 387 industry-recognized certifications in 2022-23. CTE certifications earned are entered into Aeries when received. Articulated college credits earned are entered directly into the CATEMA college data system. KCSOS is part of the Alliance for College and Career Pathways collaborative and the Central/Mother Lode Regional Consortium that provide forums to connect with industry representatives, secure CTE funding, and to coordinate pathways between traditional high school districts, KCSOS, and the Kern Community College District. Kern Youth @ Work is also represented on the Bakersfield College Child Development Collaborative, Kern High School District's Regional Occupational Center Partners, and on the KCSOS Kern Pledge College and Career Ready inter-agency work group. Habitat for Humanity, Kern Family Healthcare, Kern Behavioral Health, Kern County Aging & Adult Services, KCSOS Transportation, KCSOS Central Kitchen, KCSOS Maintenance & Operations, and Kern County Juvenile Probation all provide pathway support and guidance as valued industry partners. Students enrolled in Court School do not complete full CTE pathways while attending school due to the short duration of the average enrollment. Students can, however, continue with their chosen pathway at their home district and/or transition to the pathway at a local college.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	381
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	38%

Course Enrollment/Completion

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	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.

2023-24 Opportunities for Parental Involvement

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

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

Parents are able to access information related to their child's attendance and performance through the Parent Portal. Annual Back to School Night events provide opportunities for parents to visit and meet with school staff. Town Hall meetings provide an opportunity for parents to learn about the LCFF/LCAP process. Parents are able to provide feedback through the electronic LCAP survey. Hard copies of the survey are made available to those that need it.

For more information regarding parental involvement opportunities, please contact Molly Mier, Director of Alternative Education, at (661) 852-5570.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	52.2	52.2	49.6	38.2	32.8	33.2	9.4	7.8	8.2
Graduation Rate	26.7	23	20.8	46.3	56.4	52.2	83.6	87	86.2

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	125	26	20.8
Female	23	5	21.7
Male	101	21	20.8
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	31	4	12.9
Filipino	0	0	0.00
Hispanic or Latino	76	20	26.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	18	2	11.1
English Learners	23	8	34.8
Foster Youth	26	7	26.9
Homeless	16	1	6.3
Socioeconomically Disadvantaged	125	26	20.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	33	7	21.2

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1183	465	205	44.1
Female	356	85	41	48.2
Male	826	379	163	43.0
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	11	1	0	0.0
Asian	3	0	0	0.0
Black or African American	243	117	47	40.2
Filipino	1	0	0	0.0
Hispanic or Latino	676	271	126	46.5
Native Hawaiian or Pacific Islander	2	0	0	0.0
Two or More Races	15	5	0	0.0
White	232	71	32	45.1
English Learners	157	60	16	26.7
Foster Youth	492	84	23	27.4
Homeless	9	3	2	66.7
Socioeconomically Disadvantaged	1183	465	205	44.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	317	129	59	45.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	3.86	6.46	11.33	0.85	4.73	5.69	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.33	0
Female	9.27	0
Male	12.11	0
Non-Binary		
American Indian or Alaska Native	9.09	0
Asian	0	0
Black or African American	17.28	0
Filipino	0	0
Hispanic or Latino	11.83	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	13.33	0
White	3.88	0
English Learners	12.74	0
Foster Youth	6.1	0
Homeless	0	0
Socioeconomically Disadvantaged	11.33	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.99	0

2023-24 School Safety Plan

Court School campuses are in good repair and maintenance is scheduled when deficiencies are noted. School sites are neat, clean, and reflect the care that has been taken to provide facilities that are conducive to teaching and learning. A safety planning committee reviews the components of 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.

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	3	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

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
Other	4	1		

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	12	1	
Mathematics	15	12	1	
Science	15	12	1	
Social Science	15	12	1	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	16		
Mathematics	10	16		
Science	10	16		
Social Science	10	16		

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	15	15	2	
Mathematics	15	15	2	
Science	15	15	2	
Social Science	15	15	2	

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	79.33

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.3

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16,532.36	$7,414.49	$9,117.87	$106,489.94
District	N/A	N/A	N/A	$73,991
Percent Difference - School Site and District	N/A	N/A	N/A	36.0
State	N/A	N/A	$7,607	$88,508
Percent Difference - School Site and State	N/A	N/A	18.1	18.4

Fiscal Year 2022-23 Types of Services Funded

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

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

2) Lottery and state textbook funds ensure there are sufficient curriculum and instructional materials.

3) Title II funds are utilized to ensure teacher and principal quality.

4) Special Education funding provides funds to pay for Special Education teachers, paraprofessionals, and program specialists, along with supplementary materials necessary for students with IEP's.

5) Comprehensive Support and Improvement funds are utilized to improve student outcomes.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

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

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

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

Professional Development

The Alternative Education program regularly conducts needs assessments to determine the professional development needs of instructional staff. Input is gathered from a variety of sources including, but not limited to, surveys, observations, and student achievement data. This input is used to help guide the planned professional development each school year. During the 2022-23 school year, professional development was focused on supporting teachers and paraprofessionals with implementing Common Core State Standards-aligned curriculum, utilizing technology in the classroom, Universal Design for Learning, ELD supports, and trauma informed practices. Professional development for the 2023-24 school year will focus on providing support related to academic coaching, Project Based Learning, ELD supports, and trauma informed practices.

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

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

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

csba

January 31, 2024
MEMORANDUM

To: CSBA Member Boards and Even-numbered County Board Presidents and Superintendents
From: Albert Gonzalez, CSBA President
Re: 2024 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Fri. March 15**

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Friday, March 15, 2024.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district or county office must be clearly printed in the space provided.

The ballot must be signed by the Board President, Board Clerk, or Superintendent as a designee of the board, and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's or county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked on or before April 30. Results will be published by May 11, 2024.

For County Boards of Education Only:

Per Standing Rule 52, in regions with more than one county, each county board of education has one vote to elect the county board member who represents the county board(s) in the region in the Delegate Assembly. One-county regions will appoint the county Delegate. Your county board may vote for only one candidate to fill the Delegate position representing the county boards within your region. Enclosed is the ballot material for election to CSBA's Delegate Assembly of the county board representative from

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your region. It consists of 1) the ballot (on GREEN paper) listing the candidates, the reverse side of which contains the name of the current member of the Delegate Assembly representing the county boards in your region; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, also provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on GREEN paper is to be completed and returned to CSBA. Like the ballot on red paper for the other Delegate seats in your region, it must be postmarked by the U.S. Post Office on or before Friday, March 15, 2024.**

The ballot on GREEN paper must be signed by the Board President, Board Clerk, or by the County Superintendent, as a designee of the board, and returned in the enclosed envelope. If the envelope is misplaced, you may use your county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked by May 1. The results for the county board seat in each region will also be published by May 11, 2024.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2024 – March 31, 2026. The next meeting of the Delegate Assembly takes place on Saturday, May 19 and Sunday, May 20, 2024. Please do not hesitate to contact the Executive Office at nominations@csba.org should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper
           Ballot on green paper and watermarked "copy" of ballot on white paper
           List of all current Delegates on reverse side of ballot
           Candidate(s)' required Biographical Sketch Forms and optional resumes
           CSBA-addressed envelope to send back ballots

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 **FRIDAY, MARCH 15, 2024**. Only ONE Ballot per Board. Be sure to mark your vote "✗" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2024 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, 2024 - March 31, 2026

*denotes incumbent

☐ No nominations were received; however, your board may write in the name of a board member to fill this seat.

_____   _____
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.

KERN COUNTY BOARD OF EDUCATION

BOARD BYLAWS

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

The Governing Board encourages the use of supplementary instructional materials to enrich the curriculum and enhance student learning. Such materials shall be aligned with goals, curriculum objectives, and academic standards of the county office of education, and shall supplement and not supplant the use of Board-adopted basic instructional materials that serve as the primary learning resources.

Supplementary instructional materials include, but are not limited to, instructional materials that are designed to serve one or more of the following purposes: (Education Code 60010)

1. To provide more complete coverage of one or more subjects included in a given course.

2. To meet the various learning ability levels of students in a given age group or grade level.

3. To meet the diverse educational needs of students with a language deficiency in a given age group or grade level.

4. To meet the diverse educational needs of students reflective of a condition of cultural pluralism.

5. To use current, relevant technology that further engages interactive learning in the classroom and beyond.

Supplementary instructional materials may be selected by the Superintendent or designee, school administrators, or teachers, as applicable, and obtained through donations to the district and/or available funding sources designated for these purposes.

The use of any supplemental instructional material shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Supplementary instructional materials shall be directly related to the course of study in which they are being used and shall be appropriate for the age and maturity level of the students.

The use or reproduction of supplementary instructional materials shall be in accordance with federal copyright law.

1

Policy Approved: _____
Kern County Board of Education

Appropriateness of Materials

Whenever a district employee proposes to use a supplementary resource which is not included in the approved learning resources of the district, the employee shall preview the material to determine whether, in the employee's professional judgment, it is appropriate for the grade level taught and is consistent with district criteria for the selection of supplementary instructional materials.

The employee shall confer with the Superintendent or designee as necessary to determine the compliance of the material with goals, curriculum objectives, and academic standards of the county office of education. Materials shall be continually evaluated in relation to evolving curricula, new formats of materials, new instructional methods, and the needs of students and teachers. Materials that contain outdated subject matter or are no longer appropriate shall be removed. The primary considerations should be the educational value, factual accuracy, appropriateness, including whether the material contains pervasive vulgarity or profanity, and relevance of the materials, as well as the ages and maturity of the students.

The Superintendent or designee may provide training to administrators and teachers in the selection and evaluation of supplementary instructional materials, including the criteria to be utilized and applicable legal considerations.

Complaints

Complaints concerning supplemental instructional materials shall be handled in accordance with Board Policy 1312 -Uniform Complaint Policy.

Policy Approved: _____
Kern County Board of Education