

Kern County Community School School Accountability Report Card Reported Using Data from the 2019-2020 School Year Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Kern County Community School
Street	1300 17th Street, City Centre
City, State, Zip	Bakersfield, CA 93301
Phone Number	(661) 636-4714
Principal	Carlos Rojas
Email Address	carojas@kern.org
Website	www.kern.org/kcclc/
County-District-School (CDS) Code	15 10157 1530310

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Kern County Office of Education
Phone Number	(661) 636-4624
Superintendent	Dr. Mary C. Barlow
Email Address	mabarlow@kern.org
Website	www.kern.org

School Description and Mission Statement (School Year 2020-2021)

The mission of the 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.

The program is designed to work closely with and support the efforts of Kern County schools and districts, parents, the 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 the community school is to empower students, who can be considered "at-risk" by state standards, to become productive members of the community by providing quality educational opportunities. The year-round program of Community School benefits students who have had educational deficits during the regular school year. The student population served is primarily transitory and short term.

Community School is operated by the Kern County Superintendent of Schools Office and has served K-12 students from many districts over the past 29 years are tailored to meet the diverse needs of each student population. With seven program locations, positioned throughout the county, three of the seven sites are located in Bakersfield and serve approximately 55% of the total enrollment for community school. The other four sites, who serve 45% of the total enrollment, are located in Delano, Lake Isabella, Mojave, and Taft.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 2	1
Grade 4	1
Grade 5	5
Grade 6	5
Grade 7	16
Grade 8	34
Grade 9	174
Grade 10	168
Grade 11	149
Grade 12	106
Total Enrollment	659

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	14
American Indian or Alaska Native	0.5
Asian	0.5
Filipino	0.6
Hispanic or Latino	67.5
White	16.8
Two or More Races	0.2
Socioeconomically Disadvantaged	94.1
English Learners	18.4
Students with Disabilities	13.5
Foster Youth	3
Homeless	1.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	47	45	38	197
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	3

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	LANGUAGE! Live, Voyager Sopris Learning 2015 Holt Literature and Language Arts First through Fifth Courses, Houghton Mifflin Harcourt, 2010	Yes	0
Mathematics	Math 180, Houghton Mifflin Harcourt, 2014 Pacemaker Practical Mathematics for Consumer, Globe Fearon, 2004 AGS Consumer Math, Pearson AGS, 2003 Discovering Algebra, Kendall Hunt, 2014 AGS Geometry, Pearson AGS, 2001 Geometry: Concepts and Skills, McDougal-Littell, 2001 Discovering Geometry, Kendall Hunt, 2015 Algebra II: Applications, Equations, and Graphs, McDougal-Littell, 2001	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>AGS Biology, Pearson AGS, 2004</p> <p>Concepts and Challenges: Life Science, Globe Fearon, 2009</p> <p>Biology, Prentice Hall, 2007</p> <p>Biology: The Dynamics of Life, Glencoe/McGraw-Hill, 2005</p> <p>AGS Earth Science, Pearson AGS, 2012</p> <p>Concepts and Challenges: Earth Science, Globe Fearon, 2009</p> <p>Earth Science: Geology, the Environment, and the Universe, Holt Rhinehart & Winston, 2008</p> <p>AGS Physical Science, Pearson AGS, 2004</p> <p>Concepts and Challenges: Physical Science, Globe Fearon, 2009</p> <p>Introduction to Physical Science, Glencoe/McGraw-Hill, 2008</p> <p>AGS General Science, Pearson AGS, 2006</p>	Yes	0
History-Social Science	<p>Pacemaker Economics, Globe Fearon, 2001</p> <p>AGS Economics, Pearson AGS, 2005</p> <p>Economics: Principles and Practices, Glencoe/McGraw-Hill, 2012</p> <p>Pacemaker American Government, Globe Fearon, 2001</p> <p>AGS United States Government, Pearson AGS, 2006</p> <p>United States Government: Democracy in Action, Glencoe/McGraw-Hill, 2010</p> <p>World History: The Modern World, Pearson, 2019</p> <p>United States History, Pearson, 2019</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	AGS Life Skills Health, Pearson AGS, 2006 Teen Health Course 2, Glencoe/McGraw-Hill, 2002 Lifetime Health, Holt, 2009	Yes	0

Note: Cells with N/A values do not require data.

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 is located in the greater Bakersfield area. It has five classrooms with the capacity of serving up to 23 students each, teacher offices to provide Independent Study, a designated library space, a staff lounge, office space with meeting rooms. This site also has an expanse of landscaped areas maintained by the Kern County Superintendent of Schools maintenance team.

East Kern Community School is located in Mojave and contains four classrooms, two of which can serve up to 23 students each through traditional daily instruction, one for special education and one for Independent Study, as well as a cafeteria and front office space for clerical support and administration.

Lake Isabella Community School has an office and classroom space for two teachers to meet individually with students, a work area with computers for students or small group instruction and a textbook room.

The Kelly F. Blanton Student Education Center is the largest campus in the Bakersfield area and provides a comprehensive, one stop environment for at-risk students. Educational services are provided for students in grades seven through twelve in designated areas of the campus. The various educational programs offered at the campus are accessed through separate entrance locations, each having designated parking, office space for clerical, support staff and administration. School Community Partnerships is housed on site as well as the Bridges Academy.

The Special Education and Support Services building located strategically in the center of the campus houses the Special Education Centralized Services for the Alternative Education programs. On-site offices for probation and Kern County Mental Health also help support the needs of the students and provide a wrap-around system to promote school success. The Child Development Center offers increased availability of educational and support services for enrolled pregnant and parenting students and their children. The program services include case management, referral and service coordination, parenting and advocacy support, and child care and development services for their children.

North Kern Community School, located in Delano, has an administration building which houses three independent study offices, the special education Learning Center, a counselor's office, two conference rooms, a staff lounge and an independent study classroom. A separate classroom building consists of six large classrooms and a resource room. The site also has a multi-purpose building with a full kitchen and stage. The North Kern Community School education program offers daily classroom instruction and independent study program options.

West Kern Community School is located about 40 miles west of Bakersfield in Taft. One teacher is generally sufficient to meet the needs of the surrounding communities. The instructional program is supported by a school clerk.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: April 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	4	N/A	36	N/A	50	N/A
Mathematics (grades 3-8 and 11)	1	N/A	26	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	1	N/A	20	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

During the 2019-20 school year, KCSOS Kern Youth @ Work offered programs and classes for career preparation including pathway courses in medical and early education. These courses were integrated with and supported by the academic teaching staff who worked together to insure linked learning opportunities and connections. Academic connections are indicated on CTE course outlines. CTE courses are open to all students. Additional instructional support is provided to resource students per their IEP and to English Learners as needed. Classes were also offered leading to industry certifications in OSHA forklift safety, OSHA-10 for construction and general industry, ServSafe, Heartsaver CPR and first aid, and career readiness/paid internships via the JobsPlus! Workforce Innovation & Opportunity Act program.

KCSOS is seeking a workable method to populate the Career Pathways Dashboard in the Aeries attendance system to track all career readiness activities for students in the court and community schools. Currently CTE course enrollments are tracked via Excel spreadsheets in each program. CTE certifications earned are entered into Aeries when received. KCSOS is part of the College and Career Pathways Grant collaborative that provides a forum to connect with industry representatives and to coordinate pathways between the traditional high school districts, KCSOS, and the Kern Community College District. Kern Youth @ Work is also represented on the Bakersfield College Child Development Collaborative and on the KCSOS Kern Pledge College and Career Ready Inter-agency work group.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parents are viewed as a critical component of the total 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 on a regular basis, and maintain contact logs to document parent/guardian telephone contacts. Community School host Back to School Night 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 in Bakersfield and outlying areas to explain the LCFF/LCAP process, share data, and are given the opportunity to provide feedback through electronic parent surveys.

For more information regarding parental involvement opportunities, please contact the Alternative Education Administrator, Carlos Rojas (661) 636-4714.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	54.9	53.4	53.6	45.2	37.8	32.5	9.1	9.6	9
Graduation Rate	24.9	26.3	27.5	36.7	43.8	52.2	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	7.1	7.0	3.4	4.1	3.5	3.5
Expulsions	0.0	0.0	0.1	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.07	0.05	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

All Community School campuses are in good repair. School sites are neat, clean and reflect the care that has been taken to provide facilities that are conducive to teaching and learning. Safety planning committees are formed at each site to review the components of each sites Comprehensive School Safety plan. The School Safety Plan is reviewed, updated and discussed with the school faculty yearly; the current review happens in March 2020.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
6	7	1			14	1						
Other**									6	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	13	24	4		19	15	4		17	17		
Mathematics	15	14	3		19	16	3	1	17	17		
Science	14	17	2		17	11	2		18	14		
Social Science	14	12	2		18	17	4		18	14		

*Number of classes indicates how many classrooms 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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	137.3

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.8
Psychologist	0.6
Other	7.5

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$28,718	\$4,296	\$24,422	\$68,855
District	N/A	N/A	N/A	\$67,937
Percent Difference - School Site and District	N/A	N/A	N/A	1.3
State	N/A	N/A	\$7,750	\$82,746
Percent Difference - School Site and State	N/A	N/A	103.6	-18.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

In addition to the basic state funding that Community School receives to serve and teach students, monies from a variety of categorical funding sources provide supplementary services, as well. The following list describes some of the categorical funding programs in which Community School participates:

- 1) Lottery, instructional materials, and state textbook monies ensure that there are sufficient textbooks and instructional materials.
- 2) Title II funding provides monies to ensure teacher and principal quality.
- 3) Community School Title I, Part A monies partially fund the salaries of Teacher - ELA Specialist, Teacher - Math Specialist, Teacher - Technology Specialist, and Teacher - EL Specialist who serve all alternative education students. These funds also support services provided by the Transition Counselors.
- 4) Special education funding provides monies to pay for RSP teachers, program specialists and instructional aides, along with supplementary materials necessary for students with an Individual Education Plan (IEP).
- 5) The state funded Child Development Center provides infant and toddler child care for students enrolled at the Blanton Center.
- 6) Grant funding through Safe Schools Healthy Students targets services to junior high aged students by providing a family advocate, counseling and service learning opportunities.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	2

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 2019-20 school year, much of the professional development was focused on supporting teachers and paraprofessionals with implementing Common Core State Standards-aligned curriculum and utilizing technology in the classroom. Professional development for the 2020-21 school year will be focused on providing support related to instructing in a distance learning environment, including training in a new online learning management system.

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