

Kern County Juvenile Court 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 Juvenile Court School
Street	1300 17th Street, City Centre
City, State, Zip	Bakersfield, CA 93301
Phone Number	(661) 636-4714
Principal	Carlos Rojas
Email Address	corojas@kern.org
Website	www.kern.org/kcclc/
County-District-School (CDS) Code	15 10157 1530302

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Kern County Superintendent of Schools
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 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.

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 elementary and high school students who are wards of the court and either reside in: the James G. Bowles Juvenile Hall; 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 located within a non-secure, residential treatment camp in Kernville, provides educational and vocational services to male juvenile offenders for average periods of four to six months. Educational and vocational services include: ROP Auto Shop, forestry work and animal husbandry provide work experience, vocational training and career pathway development. Weekly pre-release conferences are conducted to make 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 offering 12 to 36-week commitment programs. A construction technology class is available for students to obtain high-quality vocational training. Weekly pre-release conferences are conducted to make the student and parent aware of all supports that are in place to help the student as he transitions out of the institution.

A. Miriam Jamison Children's Center School is housed on the grounds of a 24-hour emergency shelter for neglected and abandoned children, 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, Probation, Mental Health providers and other agencies, offering a structured and supervised school environment where offenders, age 16-18, can receive vocational education and enrichment while working to complete high school.

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

Grade Level	Number of Students
Grade 8	5
Grade 9	58
Grade 10	65
Grade 11	68
Grade 12	66
Total Enrollment	262

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

Student Group	Percent of Total Enrollment
Black or African American	21.8
American Indian or Alaska Native	0.4
Filipino	1.1
Hispanic or Latino	63
Native Hawaiian or Pacific Islander	0.4
White	13.4
Socioeconomically Disadvantaged	100
English Learners	11.8
Students with Disabilities	22.5
Foster Youth	9.5
Homeless	

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	27	24	24	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	4

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 2019

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	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Geometry: Concepts and Skills, McDougal-Littell, 2001 Discovering Geometry, Kendall Hunt, 2015 Algebra II: Applications, Equations, and Graphs, McDougal-Littell, 2001		
Science	AGS Biology, Pearson AGS, 2004 Concepts and Challenges: Life Science, Globe Fearon, 2009 Biology, Prentice Hall, 2007 Biology: The Dynamics of Life, Glencoe/McGraw-Hill, 2005 AGS Earth Science, Pearson AGS, 2012 Concepts and Challenges: Earth Science, Globe Fearon, 2009 Earth Science: Geology, the Environment, and the Universe, Holt Rhinehart & Winston, 2008 AGS Physical Science, Pearson AGS, 2004 Concepts and Challenges: Physical Science, Globe Fearon, 2009 Introduction to Physical Science, Glencoe/McGraw-Hill, 2008 AGS General Science, Pearson AGS, 2006	Yes	0
History-Social Science	Pacemaker Economics, Globe Fearon, 2001 AGS Economics, Pearson AGS, 2005 Economics: Principles and Practices, Glencoe/McGraw-Hill, 2012 Pacemaker American Government, Globe Fearon, 2001 AGS United States Government, Pearson AGS, 2006	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	United States Government: Democracy in Action, Glencoe/McGraw-Hill, 2010 World History: The Modern World, Pearson, 2019 United States History, Pearson, 2019		
Health	AGS Life Skills Health, Pearson AGS, 2006 Lifetime Health, Holt, 2009 Teen Health Course 2, Glencoe/McGraw-Hill, 2002	Yes	0

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

School Facility Conditions and Planned Improvements

The County Board of Education provides for the administration and operation of juvenile court schools in conjunction with the Chief Probation Officer or designee. There are written policies and procedures to ensure communication and coordination between educators and probation staff. School facilities are well maintained and provide adequate space for students and staff. The KCSOS and the Probation Maintenance and Operations departments continuously monitor our 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 servicing residential and non-residential students are located within probation-run facilities except for the Bridges Academy which is located on the Kelly F. Blanton Education Center.

Central School is housed within probation’s Juvenile Hall facility which provides classroom space to serve eight groups of students with a target of 20 students per class. Additionally, 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 six classrooms that are utilized by the school to provide the departmentalized educational program consisting of English, science, mathematics, history- social science, auto shop, 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 Crossroad facility which has seven classrooms that are utilized to serve a capacity of 80 students daily - four classrooms for academics, one computer lab classroom, one Learning Center for the delivery of Special Education services and one ELD class is housed in the administration building. Additionally, the facility provides a school office for administration and space for the delivery of counseling services.

Bridges Academy is housed at the Kelly F. Blanton Education Center and consists of 2 classrooms for academics that are used to serve a capacity of 40 students daily, one classroom to serve Independent Study students, a Construction Technology classroom, a recreational room, one computer lab classroom and an intervention classroom. Additionally, there is a large multi-office room for probation and one for education staff.

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)	6	N/A	36	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	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)	2	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 construction technology, automotive/ag mechanics, medical, visual & commercial art, and early education. Classes were also offered leading to industry certifications in OSHA forklift safety, OSHA-10 for construction, ServSafe, Heartsaver CPR and first aid, NCCER core construction, ASE electrical & light engine, and career readiness. 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 unless restricted by physical setting (ex. residential court facility) and additional instructional support is provided 2020 SARC Input Form for Kern County Juvenile Court School to resource students per their IEP and to English learners as needed.

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 courses are tracked via Excel spreadsheets in each program. CTE certifications earned are entered directly 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 Readiness 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)

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, all efforts were made to hold weekly pre-release conferences at Redwood High and Erwin Owen High schools to help students transition from residential programs to non-residential programs. At these conferences, pertinent information regarding the student is shared with the student, the parent, the aftercare probation officer, institution staff and mental health counselors. The school's role is to review the student's prior and current credits. In addition, a collaborative decision is made as to the next school placement taking into consideration any extenuating circumstances (special education status or parenting). 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 programs consider 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 conference upon enrollment. 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 School programs, parent and guardians of special education students are encouraged to participate in their student's Individual Education Plan (IEP) meetings.

In both programs, teachers send home written progress reports to indicate student performance. Annual open-house meetings also provide opportunities for parents to visit and meet with school staff.

For more information regarding parental involvement opportunities, please contact the Alternative Education Administrator, Carlos Rojas at (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	54.3	40.5	31.7	45.2	37.8	32.5	9.1	9.6	9
Graduation Rate	23.1	37.8	44.4	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	0.6	5.6	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 Court 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. Each site is currently reviewing their plans with their respective Safety Planning Committees and the plans will be approved soon. After they are approved they will be sent to the Kern County Superintendent of Schools office prior to March 1, 2020 deadline.

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 (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	16	13	1		17	22			9	35	1	
Mathematics	16	13	1		17	17			13	17	1	
Science	16	13	1		17	16			13	16	1	
Social Science	16	12	1		16	19			10	22		1

*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*	113.9

*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)	2.3
Psychologist	0.2
Other	8.8

*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	\$16,725	\$2,242	\$14,482	\$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	60.6	-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 Court School receives to serve and teach students, funding from a variety of categorical funding sources also provides supplementary instructional services, as well. The following list describes the categorical funding programs in which the Court School programs participate:

- 1) Court School Title I, Part A and Part D funds the salaries of Teacher - ELA Specialist, Teacher - Math Specialist, Teacher - Technology Specialist, and Teacher - EL Specialist who serve all alternative education students. Part D funding also supports services by two transition counselors and assessment paraprofessionals.
- 2) Lottery monies and state textbook funds ensure that there are sufficient textbooks and instructional materials.
- 3) Title II funding provides monies to ensure teacher and principal quality.
- 4) Special education funding provides monies to pay for RSP teachers, instructional aides, and program specialists along with supplementary materials necessary for students with IEP's. Also funded, are a School Nurse, Speech and Language Pathologist, the Contracted DIS and School Psychologist Services.

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.