

# School Accountability Report Card Reported for School Year 2004-05

*Published During 2005-06*

## Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

## I. General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	Kern County Community	<b>District Name</b>	Kern County Office of Education
<b>Principal</b>	Jeanne Hughes	<b>Superintendent</b>	Larry E. Reider
<b>Street</b>	1300 17th St. City Centre	<b>Street</b>	1300 17th St., City Centre
<b>City, State, Zip</b>	Bakersfield, CA 93301	<b>City, State, Zip</b>	Bakersfield, CA 93301-4504
<b>Phone Number</b>	661 636-4720	<b>Phone Number</b>	661 636-4000
<b>FAX Number</b>	661 636-4127		
<b>Web Site</b>	<a href="http://www.kcclc.org">www.kcclc.org</a>	<b>Web Site</b>	www.kern.org
<b>E-mail Address</b>	jehughes@kern.org	<b>E-mail Address</b>	
<b>CDS Code</b>	15-10157-1530310	<b>SARC Contact</b>	Jeanne Hughes

### School Description and Mission Statement

Information about the school, its programs, and its goals.

**The mission** of Community Schools is to provide a quality alternative education program to students who are 1) expelled 2) referred by the probation department or their school of residence or 3) are homeless. 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. The academic program is tailored to individual needs and is intended to provide the foundation for educational success. The goal of all community schools is to empower students, who can be considered "at-risk" by state standards, to become productive members of the community by providing quality opportunities in education.

Community Schools are operated by the Kern County Superintendent of Schools Office and have served K-12 students from many districts over the past 17 years. Eight different program locations, strategically positioned throughout the county, function under one County District School (CDS) Code. Three of the eight sites are in Bakersfield and serve approximately 78% percent of the total community school program enrollment. The remaining 22% is served through the Delano, Mojave, Taft, Ridgecrest and Lake Isabella sites. The year-round operation of Community School benefits students who have had

educational deficits during the regular school year. The student population, as it is with most community schools, is basically transitory and short term. A combination of classroom-based instruction, independent study and the media arts academy provide a range of tools with which to tailor an academic program to suit any student's needs.

### Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

<b>Contact Person Name</b>	<b>Jeanne Hughes</b>	<b>Contact Person Phone Number</b>	<b>(661) 636-4720</b>
<p>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.</p>			

## II. Demographic Information

### Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	66
Grade 1	2	Grade 10	221
Grade 2	0	Grade 11	266
Grade 3	2	Grade 12	394
Grade 4	4	Ungraded Secondary	0
Grade 5	9		
Grade 6	15		
Grade 7	41		
Grade 8	70		
Ungraded Elementary	0	<b>Total Enrollment</b>	1090

### Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	143	13.1	Hispanic or Latino	553	50.7
American Indian or Alaska Native	3	0.3	Pacific Islander	0	0.0
Asian	6	0.6	White (Not Hispanic)	379	34.8
Filipino	5	0.5	Multiple or No Response	1	0.1

## III. School Safety and Climate for Learning

## School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	11-8-05	Date Last Discussed with Staff	11-8-05
<p>All Community School campuses are in good repair, and are neat, clean and reflect the care that has been taken to provide facilities that are conducive to teaching and learning. Community School completed a comprehensive school safety plan that was adopted by the Kern County Board of Education in October 1998. A safety committee meets throughout each year to review the safety plan and procedures. Quarterly safety in-services and training for all staff, along with routine safety drills are documented. Schools have taken numerous opportunities to prepare staff, students, parents and the surrounding neighborhoods in the event of possible emergency situations. Custodial services are provided at each school site and the KCSOS maintenance department services the grounds and school facilities on a regular basis.</p>			

## School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

<p>The academic program is tailored to meet the individual needs of each student. Students are assessed in reading and mathematics upon enrollment using the Star Advantage software program. An Individual Learning Plan (ILP) is then developed, based not only on that assessment, but also on informal criteria gathered during the student/parent orientation. The ILP provides the teacher, student, parent, and support staff with guidance and clarity in developing performance goals, instructional strategies and other services to meet the needs of the student.</p>
<p>Classroom instruction and independent study are options that help to create versatility in the Community School program. A discipline and dress code for students is in place and is reviewed with both students and parents during the initial enrollment orientation. Small class size and the utilization of instructional aides promote individualized attention for all students, with a staff-to-student ratio of approximately one-to-ten in the 7-12 classes and one-to-four in the elementary grades. Teachers utilize positive reinforcement behavior modification strategies, but also have policies and procedures to deal with negative student behavior. Community school teachers are trained in and use a wide variety of strategies and resources, including technology, to engage students actively and to maximize individual student success. Students with IEP's and those identified as English Learners are provided additional support and curriculum that is enhanced to meet their needs.</p>

## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
<b>Number of Suspensions</b>	244	213	352	N/A	N/A	N/A
<b>Rate of Suspensions</b>	.25	.22	.08			
<b>Number of Expulsions</b>	0			N/A	N/A	N/A
<b>Rate of Expulsions</b>	0	0	0			

## IV. School Facilities

### School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Eight program sites utilizing classroom or independent study make the benefits of Community School available to students throughout the county, regardless of geographic location. All school sites are in good repair, and 100% of the toilets are in working order.

**Auburn Community School** is located in northeast Bakersfield and maintains a range of four to nine classrooms, depending upon enrollment patterns, as well as two or three independent study teachers. In addition to the educational settings, the Auburn site has basketball courts, a staff room, an office area, a resource specialist center, a computer lab, probation department offices and a lunchroom for students.

**Community Learning Center**

This site is located in the greater Bakersfield area. It has seven classrooms, teacher offices to provide for individual instruction of students along with two computer labs, a designated library space, a staff lounge, office space with meeting rooms, an office for probation and resource staff as well as spaces in each building for instructional aides. This site also has an expanse of landscaped areas maintained by the Kern County Superintendent of Schools maintenance team.

**East Kern Community School** is in Mojave and is served by two full-time teachers. It has a work area with computers for students.

**Lake Isabella Community School** has office and classroom space for two teachers to meet individually with students, a work area with computers for students, a desk for an instructional aide 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 kindergarten through grade twelve in various and separate parts of the campus. The prevention division of the Kern County Probation Department has offices for prevention officers on site. A Workforce Investment Act program offers work experience and ROP classroom services at the Career Plus Center located strategically in the center of the campus. The Prop 10 funded Teen Parent Child Outreach program offers health, mental health, and advocacy services to our pregnant and parenting teens and their children and spouses. Video and audio production studios provide space for elective classes along with numerous after-school enrichment 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

**North Kern Community School** is located in Delano and is served by three teachers who each have an office in which to meet with students. There is also a work study area with computers for students.

**Ridgecrest Learning Center** is 120 miles southeast of Bakersfield. A portion of this school serves as a court-school facility, but it also offers classroom and independent study services through its teacher to students requiring Community School services.

**West Kern Community School** is located about 60 miles west of Bakersfield in Taft. Two teachers are usually sufficient to meet the needs of that area.

**School Facility Conditions -- Results of Inspection and Evaluation**

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior)	X		

and exterior)			
Interior Surfaces (walls, floors, and ceilings)	X		New carpet in building B at Community Learning Center and at West Kern Community School (8/2/04 and 4/5/05)
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		Replaced Septic Tank at Community Learning Center 34 <sup>th</sup> Street on 2-3-05
Playground/School Grounds	X		
Other			

## V. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	3	3	4	9	10	14	35	36	40
Mathematics	3	3	3	7	9	13	35	34	38
Science	0	0	4	9	14	22	27	25	27
History-Social Science	2	2	2	5	5	6	28	29	32

### CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	1	0	0	*	3	*	9
Mathematics	2	*	*	*	4	*	3
Science	*			*	0		*
History-Social Science	0	*	*	*	1	*	2

### CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	4	6	0	3	0	
Mathematics	3	1	0	3	0	
Science	0	*	*	0	*	
History-Social Science	2	1	0	1	0	

### Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	8	8	10	16	18	32	43	43	41
Mathematics	7	7	7	13	15	26	50	51	52

### NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	0	*	*		4		14
Mathematics	0	*	*		5		9

### NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	9	13	*	11	0	
Mathematics	7	7	*	5	0	

## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pfi/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	0.0	0.0	0.0	0.0	0.0	0.0	24.5	26.7	22.3
7	2.1	0.0	2.8	2.1	0.0	2.8	28.8	30.9	26.8
9	1.4	1.6	1.3	1.4	1.6	1.3	26.7	25.8	27.5

## Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

## API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

	API Base Data			API Growth Data			
	2002	2003	2004	From 2002 to 2003	From 2003 to 2004	From 2004 to 2005	
<b>Percent Tested</b>		84	87	<b>Percent Tested</b>	84	87	90
<b>API Base Score</b>	379	381	369	<b>API Growth Score</b>	378	386	390
<b>Growth Target</b>	21	B	B	<b>Actual Growth</b>	-1	5	21
<b>Statewide Rank</b>	1	B	B				
<b>Similar Schools Rank</b>	N/A	B	B				

## API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>African American</b>				<b>African American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score		361	362	API Growth Score	359	379	397
Growth Target				Actual Growth		18	35
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score	400	431		API Growth Score	426	420	436
Growth Target	17			Actual Growth	26	-11	

## API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	355	389	380	API Growth Score	381	402	371
Growth Target	17			Actual Growth	26	13	-9

## State Award and Intervention Programs

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator



- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

### AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	No	No	No	No

### AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	No	No	No	No
African American	No	No	No	No	No	No
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	No	No	No	No	No	No
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	No	No	No	No	No	No
Socioeconomically Disadvantaged	No	No	No	No	No	No
English Learners	N/A	N/A	N/A	No	No	N/A
Students with Disabilities	No	N/A	N/A	No	No	No

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation	2005-2006	2005-2006
Year in Program Improvement (Implementation Level)	Year 1	Year 1
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	25.0

## VI. School Completion (Secondary Schools)

### California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.*

## Dropout Rate and Graduation Rate

For school districts, there is no significant difference between the CBEDS count and number of students served, but in county offices there is an enormous difference. For the 04-05 school year, the number of students served in County Community Schools was four times greater than the number of students enrolled on the CBEDS day, thus resulting in a reported drop out rate that is four times greater than the actual rate. In addition, since the graduation rate is determined by an inflated dropout rate, it too, is statistically invalid. Furthermore, the mission of community schools is to support the efforts of Kern County schools, districts, parents, the probation department and other related agencies during periods when students are experiencing difficulties that could lead to their dropping out of school. **Most students transition back to their school of residence to complete graduation requirements. Therefore, community schools only graduate students who do not or cannot return to their school of residence**

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
<b>Enrollment (9-12)</b>	422	824	848	1,435	1,453	1,494	1,772,417	1,830,903	1,876,927
<b>Number of Dropouts</b>	136	374	163	417	399	189	47,871	58,189	61,253
<b>Dropout Rate (1-year)</b>	32.2	45.4	19.2	29.1	27.5	12.7	2.7	3.2	3.3
<b>Graduation Rate</b>	37.7	37.5	44.0	37.7	84.6	84.8	87.0	86.7	85.1

## VII. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2003			2004			2005					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>												
<b>1</b>												
<b>2</b>												
<b>3</b>												
<b>4</b>												
<b>5</b>												
<b>6</b>	9.0	1		7.0	1		10.0	1				
<b>K-3</b>	13.0	1		7.0	1		7.0	1				

<b>3-4</b>												
<b>4-8</b>												
<b>Other</b>	17.2	6			10.0	5			9.0	4		

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class	Number of Classrooms			Avg. Class	Number of Classrooms			Avg. Class	Number of Classrooms		
	Size	1-22	23-32	33+	Size	1-22	23-32	33+	Size	1-22	23-32	33+
<b>English</b>	17.5	13			19.3	14			17.6	28	1	
<b>Mathematics</b>	17.5	13			19.3	13			18.1	17	1	
<b>Science</b>	17.5	13			19.3	13			18.1	17	1	
<b>Social Science</b>	17.5	13			19.2	18			18.1	17	1	

## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
<b>This School</b>	31.6
<b>All Schools in District</b>	40.0
<b>High-Poverty Schools in District</b>	35.9
<b>Low-Poverty Schools in District</b>	80.0

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
<b>Total Teachers</b>	55	56	65
<b>Teachers with Full Credential</b>	49	53	61
<b>Teachers Teaching Outside Subject Area</b> (full credential teaching outside subject area)			
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	1	2	5
<b>Pre-Internship</b>	3	1	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	5	3	1

<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0
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### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Misassignments of Teachers of English Learners</b>	18	3	
<b>Total Teacher Misassignments</b>	0	3	

### Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
<b>Doctorate</b>	3.1	1.3
<b>Master's Degree plus 30 or more semester hours</b>	12.3	13.2
<b>Master's Degree</b>	13.9	17.1
<b>Bachelor's Degree plus 30 or more semester hours</b>	56.9	46.5
<b>Bachelor's Degree</b>	13.9	21.9
<b>Less than Bachelor's Degree</b>	0.0	0.0

### Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

The Kern County Superintendent of Schools Office maintains policies and procedures that have been approved by and are included in the Collective Bargaining Agreement that it has with the Kern County Educator's Association. The evaluation process is based upon an employee's employment status as follows:

- Permanent employees are evaluated at least once every other school year.
- Probationary employees are evaluated at least once during each school year.

All teachers are evaluated according to the criteria set forth in the California Standards for the Teaching Profession (CSTP). By November 1 of each year, the site principal meets with every teacher to discuss the teacher's goals and objectives for the current year, their job description, which includes the CSTP criteria. Formal and informal observations are done on all teachers to be evaluated during the school year. Conferences between the teachers and site administrator are held throughout the evaluation process. The evaluation culminates in the completion of an annual evaluation form, which is reviewed and signed by the teacher, the site administrator and by the Director of Alternative Education. The process is completed prior to May 1 for permanent teachers and prior to February 15 for probationary evaluatees.

### Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Community schools are open all year, but the length of teacher contracts varies from 185 days to 230 days per year. Teachers usually schedule off-duty time during the summer months when there is an abundance of qualified substitute teachers. All substitute teachers receive certification for employment through the Kern County Superintendent of Schools Human Resources Office. An updated eligibility list is distributed monthly. A pre-employment orientation is provided by the site administrator to familiarize the

teacher with regard to students, policies and procedures respective to the program and school site.

### Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	2.0
Library Media Teacher (Librarian)	
Psychologist	.10
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	.25
Resource Specialist (non-teaching)	2.0
Other: Campus Supervisors	3.75

### Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
2.0	545.0

## IX. Curriculum and Instruction

### School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

The entire staff, both certificated and classified, has chosen to work toward quality instruction in the community school program. All seven school-sites offer an excellent academic program and strive to meet students' educational and social needs. The Community School's Board-approved Course of Study is designed to meet all California high school graduation requirements and functions as the Curriculum Master Plan document. As students enter the school program, they are tested to determine their ability levels using the Star Reading and Mathematics software assessment instrument.

An Individual Learning Plan (ILP) is developed that outlines the courses, credits and educational setting that each student needs to promote a successful learning experience. A *Sequenced Pattern of Instruction* has been implemented to standardize the curriculum content, which facilitates student transition from one program to another. The instruction is aligned with the major strands of the California State Frameworks and California State Content Standards.

### Professional Development

Information about the program for training the school's teachers and other professional staff.

Professional development needs and interests are determined through staff surveys and administrative team recommendations. For the 04-05 school year, it was determined that the Alternative Education

Department staff, which included Community Schools, would focus on proven instructional strategies for at-risk youth that promote student engagement, positive behaviors, mathematics intervention and, literacy.

In the fall, all teachers, instructional aides and administrators participated in a one-day workshop that included a variety of research-based topics such as: safety and violence prevention, and innovative instructional strategies with regard to literacy, mathematics, and algebra. Staff evaluations are completed for all professional development activities and the evaluations for the aforementioned presentations were overwhelmingly positive.

In addition to the staff development day organized for the entire Alternative Education staff, teachers have the opportunity to attend professional development activities sponsored by the Kern County Superintendent of Schools Office, as well as attend workshops and conferences that are provided by other public and private educational entities

### Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
<b>Reading/Language Arts</b>	The adopted textbooks and supplemental materials are listed in the Course of Study, which is available for review at each school site.
<b>Mathematics</b>	The adopted textbooks and supplemental materials are listed in the Course of Study, which is available for review at each school site.
<b>Science</b>	The adopted textbooks and supplemental materials are listed in the Course of Study, which is available for review at each school site.
<b>History-Social Science</b>	The adopted textbooks and supplemental materials are listed in the Course of Study, which is available for review at each school site.

### Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
<b>Reading/Language Arts</b>	Every student is provided with sufficient and standards aligned textbooks or other instructional materials for reading/language arts.

<b>Mathematics</b>	Every student is provided with sufficient and standards aligned textbooks or other instructional materials for mathematics.
<b>Science</b>	Every student is provided with sufficient and standards aligned textbooks or other instructional materials for the sciences.
<b>History-Social Science</b>	Every student is provided with sufficient and standards aligned textbooks or other instructional materials for history-social science.
<b>Foreign Language</b>	NA
<b>Health</b>	Every student is provided with sufficient and standards aligned textbooks or other instructional materials for health.
<b>Science Laboratory Equipment (grades 9-12)</b>	Sufficient equipment is available for students enrolled in laboratory courses.

## Instructional Minutes

Community Schools operate on a year-round schedule for 244 school days. Classes range from 250 to 360 minutes per day.

## X. Postsecondary Preparation (Secondary Schools)

Most community school programs are open entry; open exit in nature, as students enroll on a referral basis from either their district of residence or probation officer. Ability levels, as well as educational-needs assessments, are completed upon enrollment. An Individual Learning Plan (ILP) is designed for each student, and generally includes a prescriptive remedial focus as community school students typically have significant academic deficits. Community schools offer all courses required for graduation in the state of California.

### Advanced Placement and International Baccalaureate Courses

While Community Schools do not directly offer advanced placement or AP courses, students are given the opportunity to enroll concurrently with the local community college district.

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes.

**No data are available for this section**

### Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment	Student Enrollment	Percent of Student Enrollment
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In All Courses	In Courses Required For UC and/or CSU Admission	In Courses Required For UC and/or CSU Admission
1008	80	7.9

### Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
157	0	0.0

### SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
<b>Grade 12 Enrollment</b>	386	359	394	575	584	624	385,356	395,194	409,576
<b>Percent of Grade 12 Enrollment Taking Test</b>	0.3	0.3	0.0	0.3	0.3	1.0	36.7	35.3	35.9
<b>Average Verbal Score</b>							494	496	499
<b>Average Math Score</b>							518	519	521

### Workforce Preparation Programs

Information about the school's career technical education programs and classes.

The Alternative Education Department of the Kern County Superintendent of Schools Office has applied for and received Workforce Investment Act (WIA) funds for over 8 years. These funds have supported a full-time Career Development Specialist and a Career Associate.

JobsPlus! operated workforce preparation classes and/or paid work experience for approximately 125 students. Additionally, 300 students accessed The Career Plus! Center services for job search assistance and referrals, resumes, work experience classes, use of the career closet, career/interest inventories, assistance connecting to local colleges or private schools, and monthly current job opening listings.

## XI. Fiscal and Expenditure Data

### Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed



information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	37,444	N/A
<b>Mid-Range Teacher Salary</b>	50,413	N/A
<b>Highest Teacher Salary</b>	69,344	N/A
<b>Average Principal Salary (High)</b>	81,114	N/A
<b>Superintendent Salary</b>	N/A Not a district	N/A
<b>Percent of Budget for Teacher Salaries</b>	38%	N/A
<b>Percent of Budget for Administrative Salaries</b>	4.3%	N/A

### District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
13,194,519.00	7416.82	N/A	N/A

### Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition to the basic state funding that Community Schools receive to serve and teach students, funding from a variety of categorical funding sources also provides supplementary services, as well. The following list describes the categorical funding programs in which Community Schools participate:

- 1) Lottery monies and state textbook funds ensure that there are sufficient textbooks and instructional materials.
- 2) The Beginning Teacher Support and Assessment (BTSA) program pays for veteran staff to be paid to provide additional support to new teachers to ensure their success.
- 3) Title II funding provides monies to ensure that all teachers are NCLB compliant.
- 4) Title III monies are used to train and certify teachers of English Learners, as well as provide supplementary EL materials for those students.
- 5) Kern County Consortium's Title IV Safe and Drug Free School's funds provides money for tobacco, alcohol, drug abuse and violence prevention education.
- 6) Title V, Innovative Strategies funds may be used to support the addition of any innovative instructional strategy.
- 7) Community School Title I, Part A monies partially fund the salaries of a Math and Reading Specialist and paraprofessionals who serve all alternative education students.
- 8) SB 1095 funding sustains the PRIDE Academy program.
- 9) Carl Washington School Safety funds pay for additional safety equipment, such as campus two-way radios.
- 10) Special education funding provides monies to pay for RSP teachers and instructional aides, along with supplementary materials necessary for students with IEP's.

- 11) The McKinney-Vento grant allows for tutoring services to students at the Bakersfield Homeless Shelter and the Alliance Against Family Violence Shelter.
- 12) The Foster Youth Grant supports students in group homes with transitioning and Supplemental educational services.
- 13) Workforce Investment Act (WIS) funding provides career education and funding for student salaries for job training and exploration.
- 14) Prop10 funding supports the Pregnant and Teen Parenting programs.