

Spring 2012  
Volume 25

# THE JOURNAL

OF JUVENILE COURT, COMMUNITY, AND ALTERNATIVE  
SCHOOL ADMINISTRATORS OF CALIFORNIA

## *In this issue:*

We cannot  
hold a torch  
to light  
another's  
path  
without  
brightening  
our  
own.

Ben Sweetland

- Alternative Education: An Evolution of Purpose, Need, and the Students Served
- Integrating Best Practices with Consistent Focus on Concepts and Skills
- Online Learning: Becoming Literate, Ethical, and Empowered
- Innovative Programs



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Student Programs and Services Steering  
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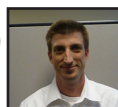
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Janine Cuaresma  
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## Message from the Chair

It has been an honor to serve as Chair of the Juvenile Court, Community, and Alternative School Administrators of California (JCCASAC) this past year. As our state continues to struggle with economic direction, education has once again sacrificed in many areas. Juvenile Court, Community and Alternative School Administrators and Teachers have had many challenges to overcome. However, continuously focusing on what is best for kids serves as the lighthouse for educators trying to provide a safe harbor for our students where they are intellectually and emotionally fed, and fully equipped to successfully engage in the world of work and higher education.

There are wonderful education programs throughout the state. Each county office program is unique, yet we are all woven together with the common thread of serving the most needy students in

our counties. This is not an easy task as we face additional budget cuts and serve a more sophisticated student through the closing of Department of Juvenile Justice Facilities and implementation of AB109. Creativity is a necessity for developing solutions that meet the needs of our communities while still providing our students a rigorous education that prepares them to be competitive in the 21st Century.

Higher education and businesses state incoming students and employees need to be innovative, communicate well, and be strong in the areas of collaboration and relationships. They need to persevere, be creative, and have the skill of serving others while accomplishing great tasks. These are traits that juvenile court, community and alternative education leaders use everyday. JCCASAC thrives on collaboration and relationships. It is through this professional organization that best practices are shared,

innovative ideas come forth in meeting the needs of high-risk/high potential students, partnerships are formed, and legislation, policies and procedures are advocated for to support our students and programs.

Challenging times force change and growth. Growth provides the safe harbor where our students are nurtured and prepare to set sail. Jimmy Wayne, Country Western Musician and advocate for foster and homeless youth states, "It's not where you've been, it's where you're going." Continue to believe your students are destined for greatness. Believe in our programs that provide paths to success as they teach our students to write their own story, not allowing it to be written for them. Continue your great work.





Deni Baughn  
Orange County  
Department of Education

## Message from the Chair-Elect

Welcome! On behalf of the JCCASAC Executive Board, I would like to thank you for participating in the 43rd Annual JCCASAC State Conference. I am excited about our theme, Determined to Dream, which speaks to the resiliency of our students, our programs ... and ourselves. Every person faces obstacles. As administrators, despite budget restraints, high stakes testing, State mandates, and ever changing laws and requirements, we remain committed to providing high quality programs which build hope in our students and assist them in developing personal determination toward achievement of their dreams.

JCCASAC is dedicated to providing networking opportunities to administrators

who run County-operated Alternative Education Programs. Whether searching for a best practice program for a specific population, beginning the WASC accreditation process, fielding an inquiry from the legal field, embracing CPM or faced with restructuring, JCCASAC continues to be your best resource. Become involved.

One of JCCASAC's many accomplishments this year was the updating of the JCCS Administrator Manual. Originally published over a decade ago, it was the 'Go-To' resource for Ed Code and guidance regarding the operation of JCCS programs for many years. Thanks to the input and guidance of Ken Taylor and Jeanne Dukes (Kern COE), the hard working team of Sean Morrill (SDCOE), Janine Cuaresma (SJCOE), Gary Vincent (MCOE),

Sandy Mast (SCCOE), John Rice (SSCOE), Megan Price (SMCOE) and myself (OCDE) – we were able to compile what we hope to be a comprehensive and coordinated Administrative Manual. Released in DRAFT form as part of our first Administrator Training, we hope to 'spend some time with the contents,' make revisions and release the final version early next year.

Until then, I hope you enjoy the conference, make new professional connections, return to your counties refreshed, energized with new information so that you and your students can remain Determined to Dream.



## **JUVENILE COURT, COMMUNITY, AND ALTERNATIVE SCHOOL ADMINISTRATORS OF CALIFORNIA**

### **VISION**

Under the direction of the County Superintendents, and as a sub-committee of the Student Programs and Services Steering Committee (SPSSC), JCCASAC is a professional educational organization dedicated to preparing students who are enrolled in county alternative educational programs to become self-sufficient adults who lead healthy lifestyles, and are competent, caring, and academically prepared for their futures.

### **MISSION**

The mission of JCCASAC is to support student success by creating a collegial network of County Office administrators who:

- Research and share best practices regarding new and innovative program options for at-risk students
- Provide training, support and assistance to new administrators
- Endorse and support legislation that advocates for the learning needs of all students
- Give input and guidance to the Superintendents relative to the diverse needs of our student population

### **Goals**

- Improve student achievement through research and sharing best practices
- Support special projects that enhance instructional programs
- Provide regular trainings for new county office administrators
- Conduct successful conferences with statewide representation
- Publish the JCCASAC Journal that informs superintendents, administrators, teachers, and affiliated agencies of the latest research, effective teaching practices, methodologies, and showcases successful programs
- Provide scholarships to eligible graduating seniors in order to encourage lifelong learning
- Represent JCCASAC through participation in statewide committees
- Monitor legislation affecting County Office alternative education programs
- Advocate for legislation and policies that support the unique needs of our student population



# Every Student Succeeding Award Winner of the Region 11 ACSA

## Kings County Office of Education

In 2005, Angel, a 7th grade student was expelled from his school district, and referred to Kings County Community School. While enrolled at Community School, he was absent most days. When he was present, he was constantly disrupting class, disrespecting his teachers, and getting into trouble. The school staff tried numerous interventions with Angel, but within a short time we had exhausted all of our options. We found this young man to be very articulate---especially when he appeared at his termination meeting where he told the five adults that he didn't need school and that he wasn't buying what we were selling. He was consequently dropped from Community School.

Angel soon found himself at the J.C. Montgomery School, Kings County Juvenile Center. The staff there found him to be angry, uncooperative, and disrespectful. He was in trouble often, and accrued an additional 35 days for poor behavior. Angel then cycled through Community School, his district school, and the Juvenile Center for the next 4 years.

During his second commitment at the Juvenile Center, Angel stated many times that he wanted to go to prison and didn't care if he ended up there. He said that he couldn't change. He believed that it was impossible to be successful and have a future that would include anything but prison life. During this commitment his poor behavior earned him an additional 45 days.

Early in 2011, Angel was committed to Boot Camp for the 3rd time. This time around, staff members noticed changes in him. He stated that he was tired of being incarcerated and desperately wanted something different. BootCamp staff encouraged him to "show" that he wanted another kind of life. They encouraged him to "walk his talk."

In this case, the 3rd time was a charm. Angel's change in attitude was noticed immediately. He completed a very successful five-month program achieving the rank of Sergeant, which is the highest rank at our Boot Camp. He worked hard both inside and outside of the classroom, and was considered a leader. He had a great attitude, and an infectious personality. In the classroom, he asked insightful, thought-provoking questions and frequently expressed his appreciation for his teachers and for the opportunity to progress and learn.

Angel made a life changing decision during that last period of incarceration. He chose to leave the gang life behind him and to create a positive future for himself. He has adhered to that decision since his release, and has actually been beaten by his former "homies" twice.

Whenever they see him out and about, they harass him, and beat him up. However, they have not dented his resolve. The last time this happened, Angel was hospitalized. Still, he returned to school with

a shiner, and a smile on his face!

Boot Camp's smaller class-size, structure, discipline, and counseling, have helped affect this positive change in Angel. He has overcome major obstacles and blossomed into a fine young man. Angel graduated from Community School in December 2011. He is now attending West Hills Community College, but will return to walk in the graduation in June. We are so proud of him!





# Integrating Best Practices with Consistent Focus on Concepts and Skills

By Christian Shannon and Nicole Walker  
Kern County Office of Education

In the book *Get it On: What It Means To Lead The Way*, Keni Thomas recounts his experience as a sergeant in the 1993 battle of Mogadishu, a battle memorialized in the movie, *Black Hawk Down*. Thomas, the recipient of a Bronze Star for Valor, reinforces the importance of leadership, teamwork, and training and reminds us that in all areas of life true leadership “is not about the position you hold, but the example you set.” Educators today are faced with a matter of national importance, improving public education; how we lead the charge will make all the difference.

## Background

In 2010 administrators and teachers from the Kern County Superintendent of Schools (KCSOS) formed a curriculum team to identify strategies to meet areas of need identified by the Academic Performance Survey (APS), goals identified in the Local Educational Agencies (LEA) Plan, and objectives in the Single Plan for Student Achievement (SPSA). The team decided to develop Course Syllabi, Study Guides, and a Study Guide Assessment that would integrate Best Practices for reading and writing across the current curriculum to bring a higher level of consistency through the use of collaboratively created and shared resources. The curriculum team originally identified and completed work on 40 courses. This year the project has expanded to include 8 newly adopted English courses and 39 intervention reading and English language development (ELD) courses, resulting in resources completed for 87 courses over the past 18 months. As the consistent integration of Best Practices has progressed, it has become increasingly clear that the original vision for the project was just the initial step in a process that will continue to be evaluated, refined, improved, and expanded.

## Challenges

Since 2008, KCSOS has incurred a 25% cut in funding and experienced a 15% decrease in staffing.

Currently, KCSOS Alternative Education is experiencing additional loss of revenue due to declining enrollment. This is due to fewer probation referrals, down 30% over the past 3 years coupled with the decision of local districts to retain students with behavioral problems that previously would have resulted in a referral to the county program. While overall enrollment is down, the trend of increased enrollment as the semester progresses continues. This creates additional budget challenges and requires the addition of long-term substitutes, “extra help teachers” and a rearrangement of work assignments for others.

Geography is also a challenge. Kern County is the third largest county in California encompassing over 8,064 square miles, making collaboration and the development of countywide professional learning communities difficult. The size of Kern County and the distances between sites also make it difficult for students in outlying areas to attend class everyday due to transportation issues. While independent study is not the optimum learning environment for the majority of students, it is a necessary component of this alternative education program.

The average length of student enrollment in this alternative education program is 82 days. Each of these challenges underscores the need for consistent and targeted focus on concepts and skills during the short time a student is enrolled.

## Process STEP 1

The first step of the process was to identify the need to refine the focus, increase the level of curriculum consistency, and use of Best Practices across sites. Developing focused resources would provide all teach-



ers with a strong base on which to build the method, context, and delivery of the courses.

## STEP 2

The next step was to identify particular reading and writing concepts and skills to focus on so they could be systematically incorporated into courses across the curriculum. Teachers identified FAB Vocab! reading strategies and Thinking Maps! writing strategies as the items for consistent and focused integration (Stice and Kammeraad, 2010). Teachers have had prior training in both practices. FAB Vocab! was integrated by selecting 6-10 cross-curriculum vocabulary words from the text for focus in each study guide. Thinking Maps! writing strategies were integrated into the study guide by requiring all writing projects be completed with the use of a Thinking Map! as part of the writing process. Students choose from one of eight available Thinking Maps, depending on the scope and focus of the writing project.

## STEP 3

Highly qualified teachers were divided into teams reflecting their subject areas of expertise. Teams then divided current subject area texts amongst themselves and developed course syllabi and study guides in a standardized format for both semesters. Teachers used the KCSOS Course of Study to develop course syllabi and the California State Standards to develop the focus on the content concepts to be incorporated into the study guides.

A key component of the process was the administration's recognition of the need to expand the base of leadership and engage all teachers in the process. "Creating effective learning environments within a professional learning community works best as a collaborative experience among all staff within a school system." (Price and Martin, Spring 2011) All teachers were required to participate. Content areas were initially divided into six groups: math, English, science, social science (including government and economics), physical education, and fine arts. In order to maximize effectiveness, teams were divided into groups of three to seven people. Each team had a team

leader, who reported directly to the Curriculum Leader, who reported to the administrators. The manageable span of control, division of labor, and standard formatting is what allowed such an enormous body of focused resources to be created, within a reasonably short amount of time.

Although specific team leaders were designated, every teacher on every team was a leader by the example he or she set in developing the specific resources for each of the courses completed. Targeted and protected time was scheduled for collaboration. There is no substitute for the dynamic energy and inspiration of like-minded people working together and sharing ideas to develop the very best solutions for a given problem.

## STEP 4

This year, KCSOS adopted the same reading and ELD intervention curriculum used by the high-

est referring district. It was decided that the curriculum team would base its course pacing on that of the aforementioned district. For these courses, a sequenced pattern of instruction was developed along with a 14-week pacing guide and basic direct instruction lesson plan to guide instruction across all pro-

grams: court, community, classroom, and independent study. The common pacing brings a new level of consistency across all programs and ensures that students, who move from one program to another, whether court to community or classroom to independent study, will have continuity in the intervention program. The pacing guide takes into account holidays, CAHSEE testing schedules, and STAR testing windows and has built-in time for re-teaching and additional teacher projects.

Course syllabi and study guides were created for each intervention course to continue the process of creating a common focus on basic skills and concepts. The only difference in the reading intervention study guides was in the Fab Vocab! reading strategy portion. Instead of focusing on cross curriculum vocabulary, the intervention program focused on academic vocabulary specific to each unit.

**"Creating effective learning environments within a professional learning community works best as a collaborative experience among all staff within a school system."  
(Price and Martin, Spring 2011)**

## Conclusion

Refocusing is a process of looking back to where we've come from, forward to the goal ahead, and evaluating the effectiveness of current strategies. Callahan, Dixon, and Johnston note that "the relationships between common program elements and increased student achievement, while intuitively obvious, need to be documented in specific detail." Even with additional documentation needed regarding increased achievement, frontline, teacher-led and generated resources to integrate Best Practices and a common focus on concepts and skills can help bring a higher level of consistency over a wide range of school programs. The generated course resources ensured that new teachers, veteran teachers changing work assignments, long term substitutes, and "extra-help teachers" all would have a platform of common focus from which to springboard students toward mastery of identified concepts and skills.

The governors and citizens of 48 states have recognized the need for consistency in the process of improving public education, not just within each state, but among all the states of this nation. California teachers have focused on content specific state standards since the 1997 adoption. With the adoption of the Common Core State Standards comes the opportunity to refocus even more sharply on those concepts and skills across the curriculum, which will provide the most benefit to our students. Having collaborative, highly qualified teams of content area teachers develop focused resources for each course will provide a time efficient, invaluable resource, and ensure consistency across programs as we transition to the new Common Core Standards.

After leaving the army, Keni Thomas served for a time as a counselor for at-risk youth, a population familiar to those in alternative education. One of the messages that Thomas stressed in his book is "that we, as individuals, do indeed matter, that we are anything but ordinary, fully capable of carrying out life-changing assignments at any level and in any situation. We can make a difference in this world." People who work in alternative education believe this. We have the common goal of improving public education and the common enemies of illiteracy and ignorance. Educated citizens are a powerful weapon for the good of the nation. Working together, collaboratively, programs can be honed by sharpening the common focus

and providing students the best opportunity to master the concepts and skills that will launch them into successful, fulfilling lives and enable them to become educated, responsible citizens, "capable of carrying out life-changing assignments."

## For additional information

contact Christian Shannon, Principal, Community Learning Center, (661) 852-5503 or Nicole Walker, Vice Principal, Curriculum and Instruction, (661) 636-4327.

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# Personal Education Plans Make A Difference

By Merry Catron, Andrea Larson, and Jonna Weidaw  
Mendocino County Office of Education

## What is a PEP ?

The idea of the Personal Education Plan (PEP) was developed as a way to engage alternative education students and their significant counterparts in proactive future planning and recognition of accomplishments. Woods (1995) and Smink (2008) suggest that it is necessary to find ways to engage students, educate parents and rally communities about the importance of completing high school. Our goal is to engage students in creating their own success.

The PEP provides a means of organization for the student to track their own progress, collect and review assessments, transcripts, credit worksheets and participation records, while developing significant relationships with staff members who assist them. It also provides a point of communication for students with their parents and other service providers regarding the proverbial question, "What did you do at school today?" Students will have information to share about assessments and goals as well as feedback about progress from their mentors. Let's take a look at early implementation in two different settings, middle school and high school.

## PEP in Middle School

Personal Education Plans are more teacher driven in the middle school. Middle school students tend to need more guidance in terms of organization. The teacher is responsible for tracking progress, helping to set goals, and to help keep student binders organized. Through gradual release of responsibility, students will begin to take over working on their PEP in the second semester, thus preparing them for skills they will need in high school.

There are many benefits of having PEP in the middle school classroom. The PEP also allows a student transitioning to high school the opportunity to review their work and set new goals with their high school teacher. This communication allows both

student and educator to stay on track and pushes all parties to follow through with goal completion.

## PEP in High School

These plans provide students with a data keeping system for their job skills, certificates, awards, academic assessment scores, transcripts, tax document examples, and letters of reference- all items that a student would need to help complete a college application or apply for an entry level position within the work force.

## Who's involved in the PEP plans?

One very important and positive benefit is that PEP encourages communication between parents, educators, social workers, probation officers, administration, and even between students. Individual students and general education teachers are the ones that enter data and monitor student progress.

## GOALS AND REFLECTIONS

As previously stated, there are many benefits to Personal Education Plans in the classroom. Goal setting can have many benefits for students. Three main benefits of the PEP are:

- faster work completion
- increased motivation
- stress reduction

One benefit of goal setting is that a student has the ability to complete work faster. If a student sets a goal, then the work timeline is shortened. Students are often overwhelmed by the thought of how much time they will have to spend on an assignment. The PEP allows a student to better understand how long they will spend completing their work. Goal setting also allows a student to plan and organize the steps necessary to achieve said goal. This planning will also lead to a student's ability to complete work faster. When a



student is confused about what steps are needed in order to reach a goal, then time is wasted (often completing the wrong or unnecessary steps), thus lengthening the work timeline. If a student sets performance goals (steps necessary to achieve the main goal) then he/she can plan the amount of time needed for each step in order to achieve the goal.

Another benefit of goal setting is that it increases motivation in students. In my own classroom, I have seen students become motivated as they track their work progress and set more goals for themselves. When students set goals, they know what they want to achieve, which creates a sense of pride, as they move closer toward that goal. If students are proud of themselves, they will be motivated to create and achieve more goals.

A third benefit of goal setting is that it can reduce stress in students. If stressors that a teen is dealing with are allowed to pile up and are not dealt with in a proper manner, the teen will experience distress. Too much stress can cause the teen to go into a physical state of distress. As the stress depletes their brain of important chemicals needed to regulate emotion, they will begin to feel physical and mental symptoms that can disrupt enjoyment of normal life. ([www.healthcarecenter.info](http://www.healthcarecenter.info))

We have observed that stress builds up for students when they miss school and fall behind in their assignments. Students experience stress because they are so far behind (academically) that the possibility of “catching up” seems very unlikely. When students set both short and long-term goals, they will become capable of getting back on track, which, in the long-run, will reduce the overall level of stress in a student.

### **Student Self Monitoring leads to Success**

Students complete weekly and monthly reflections based on their stated goals. This self-monitoring allows students to track their own progress, adjust their goals, and create self improvement needs. The weekly reflections tend to be short, one-line responses in which students celebrate their success and identify an area

for improvement. The monthly reflections are more in-depth, offering the student a chance to reflect upon their successes, areas of growth (improvement), and identify a target area for improvement. Self-monitoring is an important step for students, which assists them in achieving their goals and seeing the value of reflecting on their actions.

### **Reflective Essay**

As a part of on-going goal monitoring, students complete a reflective essay at the end of each semester in which they address the following prompt:  
*Describe the areas in your life where you have seen a progressive change. What were the steps you took to achieve this change? Describe the area's of growth have you identified for yourself. What steps will you take in order to bring about positive change in this area?*

### **Student Led Conference**

Students are encouraged to invite any adults that are active participants in their educational process. This widens the circle of communication regarding progress and accomplishments beyond parents, to other teachers, support staff, probation officers, mental health providers, and extended family members. The student is given the opportunity to practice their presentation with staff prior to the conference in order to gain confidence and receive feedback. During this conference students read their Reflective Essay and showcase different areas of their PEP they are the most proud of.

### **PROGRESS SUMMARY**

#### **Parent Intake Survey**

When a student and parent arrive for an enrollment meeting with the intake counselor, they have opportunity to obtain in-depth information about the parent's expectations and goals for their child. Staff gains substantial, valuable insight into what might be happening at home. This helps bridge the gap between school and home. Some sample questions include:

**When  
students set  
goals, they know  
what they want to  
achieve, which creates a  
sense of pride, as they  
move closer toward  
that goal.**

- What motivates your teenager to do well at home?
- What academic area's do you see your student struggle with?
- What are you willing to do to help us, help your student?

After the intake form is completed, it is placed in the PEP plan for the student to read and reflect on.

The parent intake survey allows parents to ask themselves the essential question:

*What do I want my child to achieve in school and how will I be active in the steps necessary for them to reach that goal?*

By asking this question, the parent will begin communication with the teacher and their child. This communication allows the student to hear parent expectations and allows the parent to compare their desired goals with the desired academic goals of their child. This intake survey also gives the teacher the opportunity to hear the expectations of both parent and student, thus allowing the teacher to plan more efficiently how to work with that particular student and what supports will be in place at home.

### **Parent Semester Follow up**

Keeping parents involved in their student's education as the school year progresses can often times be difficult. Parents also complete a semester "Follow-Up" survey, which allows them to reflect on the changes that they have seen in their student during the school year. Parents can create new goals for their student and discuss the changes or support that is given at home. Students also love to read what their parents reflections are. One parent wrote, "I can't believe that my student is completing homework and is happy to talk about his school day."

### **Student Intake Survey**

The student intake survey is an important part of the Personal Education Plan. The survey gives the student the opportunity to think about what they want

to achieve (academically) both short and long-term, and how they will achieve those goals. It also allows the student to consider what resources they will need in order to attain their goals. The teacher records the student responses and he/she can guide the student and offer suggestions that may make the goals more realistic and attainable.

### **Student Semester Follow up**

The student semester "Follow-Up" survey allows students to take their monthly goal reflection sheets and in-take survey and observe the progress that they have made. Students might adjust their goals.

They might talk about new areas of strengths or the areas of academics that they are currently struggling with. Monitoring their progress and adjusting their goal steps allows each student to find success at a rate that best fits him/her.

### **Weekly Progress Reports**

Progress reports are sent home each week to show the parent and the student exactly where they are in their academics. Students can monitor their progress and make-

up any missing assignments so they don't fall behind. Next to each assignment is a section that states whether the work was complete, incomplete, not applicable, no credit, absent/makeup, or tardy/makeup. These marks indicate what the student must do in order to receive credit. These reports are returned on Monday, signed by the parent and stored in the Assessment tab of the PEP plan. This way there are no surprises at the end of each grading period.

### **Missing Work**

There are several reasons why a student may be enrolled in an alternative education program. One reason is that a student has fallen far behind academically due to missing work. The PEP allows the student to track missing work and reflect on their ability to make up those missing assignments. Students earn privileges for the week if they have completed all of their assignments. Tracking missing assignments also allows future teachers to better understand the work ethic of the student.

**The PEP allows the student to track missing work and reflect on their ability to make up those missing assignments.**

## Credit Recovery

Every quarter students are given a copy of their updated transcript. This transcript shows the requirements for graduation and their current standing. Students can determine if they are “on track” for graduation or if they are behind in credits. If a student is behind in credits they can apply for a credit recovery contract. These contracts are for .5 to 1 credit per contract. Students can apply for up to 3 contracts in a quarter and must be approved by an administrator.

## ASSESSMENT RESULTS

### Tracking CAHSEE and Common Core Standards

Passing the CAHSEE is one of our main objectives throughout the year. Students take monthly assessments in both English and Math. We use Data Director to scan in their responses and print out individual reports showing the standards they have mastered and those they have not. Students highlight the standards they have not met and pick one standard to focus on in the upcoming month.



### IEP – Modifications and Accommodations

Students who have IEP’s need to be empowered to know what services and accommodations they have in order to make sure they are receiving them. Students place their accommodations under the Assessment tab so that they are available for quick reference.

## SAMPLE WORK

It is important to have a section in each PEP that is dedicated to sample student work. This section allows students to see the growth and progress they have made in their classes. Giving students the opportunity to select the work they want put into their binder brings about a sense of pride and encourages the student to produce quality work that they can “show off.” The sample work section also allows the student the

opportunity to notice when they may be falling behind or when they aren’t putting as much effort into their work. This is a great section to look at when setting student work goals. This section also allows future teachers to immediately see areas of strength and areas that need improvement.

## ACHIEVEMENTS

Not only is it important to track student work but achievements as well. Some of these achievements may be:

- The “Golden Ticket” = earned classroom privileges based on work completion
- Attendance awards
- Student of the month awards
- Behavior points

There are several reasons that tracking these achievements is important. One is that students become motivated to continue to do well so they can continue to be rewarded. Another reason to track these achievements is so students can incorporate

them into a resume, thus allowing potential employers the opportunity to gain a bit more insight as to the kind of person the student is.

## CAREERS

A key element of the PEP plan is the Careers section. Students keep a file of their completed resumes, career survey, job application form, letter’s of reference, job interview check sheet, 1040EZ form, financial literacy documents, job shadow reflections, and Microsoft Customer Service certificates. Students add to this section as they build their Career portfolio. Students state that this part of the PEP is the “real life” section of the plan, which they will go back and reference for years to come. It also provides them with a bridge from High School to their future career.

**Giving students the opportunity to select the work they want put into their binder brings about a sense of pride and encourages the student to produce quality work that they can “show off”.**

## SUMMARY

The paramount purpose of the PEP plan can best be described using this current student's response from his Reflective Essay:

My PEP plan has helped me learn a lot about myself. It helped me to: set goals for my education, obtain good grades by monitoring my work, gain employment, and showed me the importance of an education so I could be someone in life. - Caleb (17)

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## About These Authors:

Merry Catron, Mendocino COE Alternative Education Director, was employed by MCOE in July of 2011 and brought the idea of the PEP plan to staff early in the school year.

Andrea Larson, Mendocino Community Middle School teacher, is currently teaching in a self-contained classroom on the middle school campus of the local unified school district and engages students weekly in their PEP's

Jonna Weidaw, Mendocino Court School teacher, is currently teaching in a small school setting serving Probation referred students who receive services from multiple agencies. The PEP has become part of their weekly routine.



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# Online Learning: Becoming Literate, Ethical and Empowered

By Kelly Schwirzke  
Santa Cruz County Office of Education

## Educational Goal

In serving students who expect to have options and a voice in planning their educational goals, online and blended learning are important learning models. Online Learning refers to teacher-led instruction delivered primarily via the Internet, which includes software to provide a structured learning environment, and where the student and teacher are separated geographically. Blended Learning is any time a student learns at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace (Horn & Staker, 2011). The Santa Cruz County Office of Education Alternative Education Program school-wide goals support students in becoming more Literate, Ethical and Empowered. Director, Sandy Mast, envisions the power of access and opportunity for her students "Students want a say, a voice in how they will learn, online/blended learning can provide that. I spent time watching students dialogue about their learning process and debating the content and navigation of their online learning experience. Listening to students talk about their personal learning process is powerful and edging out the old-world factory-model paradigm".

Acknowledgement of the demand for 21st century skills and the benefits of using online and blended learning for teaching those skills was the rationale that the Michigan legislature used in 2006 when passing legislation requiring that all students have an online learning experience that meets articulated criteria prior to graduating high school (Watson, Gemin, Ryan,

& Wicks, 2009). An increasing number of schools, districts, and states are implementing online learning requirements. Alabama, Michigan, and West Virginia require an online course or online learning experience prior to graduation. In-depth information and enrollment data displayed by state is available in Keeping Pace with K-12 Online Learning: An Annual Review of Policy and Practice.

The case for developing 21st century competencies through online and blended learning is supported by changes in the global workforce. Diverse

work teams located around the globe and connected by technology are becoming the norm for 21st century work (Trilling & Fadel, 2009). Online and blended learning can help students master specific skills, core subject knowledge, and the literacies required for skills today's workforce and the innovative jobs being created.

Data on high school graduation rates reflect that about 1,230,000 secondary school students, approximately one third of all secondary school students, fail to graduate with their peers every year

(Picciano & Seaman, 2010). Online and blended learning options offer methods to support at-risk students and ensure their success (Rose & Blomeyer, 2007). Students who need credit recovery courses make up a significant portion of the high school student population that subsequently drops out or is late in graduating. Pressure from state and federal accountability systems to increase graduation rates has resulted in demand for opportunities for students who are at-risk for not graduating to recover credits through online and blended courses. Credit recovery is the most com-

Online and blended learning can help students master specific skills, core subject knowledge, and the literacies required for skills today's workforce and the innovative jobs being created.

mon type of secondary online course offered. Students can access courses inside and outside school depending on district policies, and work at their own pace (Picciano & Seaman, 2010). Santa Cruz County Office of Education (SCCOE) licenses online courses from Accelerate Education and Cyber High PASS Program.

### Blended Learning

Garrison and Kanuka (2004) noted that true blended learning is “a reorganization and reconceptualization of the teaching-learning dynamic” (p. 97). Teachers in the blended environment are not always subject-matter certified, as they may be a learning coach filling in for a content instructor who is off-site or teaching asynchronously or synchronously, and students are not always enrolled in the same course at the same time (Watson, 2008). Physical classroom space limits the times and types of learning students can experience. These learning models also enable schools to serve diverse student needs. Some students may need a flexible, nontraditional learning model if they want to self-pace or graduate early, want the challenge or competitive benefit of completing an Advanced Placement (AP) course, or they are medically fragile and unable to participate in a traditional face-to-face learning environment. Online and blended learning courses are increasingly being utilized to overcome logistical issues in expanding opportunities for students to take career and technical education courses and participate in concurrent high school and college enrollment. The report *The Rise of K-12 Blended Learning* (2011) provides great detail and specific examples of the many types of blended learning models. The two types utilized in SCCOE Alternative Education are:

#### Rotation

Students rotate on a fixed schedule between learning online in a one-to-one, self-paced environment and learning in a classroom with a traditional face-to-face teacher.

#### Self-Blend

Students take one or more courses entirely online at home or at school to supplement their traditional schedule.

### SOS Program

#### *Rotation Model*

The SOS Program on the Cabrillo College campus in Watsonville, CA is designed for students

up to age 19 who are returning to school and who want to continue their education and work toward a high school diploma, GED, or transition to Cabrillo College. SOS is an individualized, student-centered program that also includes career technical education. The SOS Program is collaboration between: Watsonville/Aptos Adult Ed.; Santa Cruz County Office of Education Alternative Education; the SCCOE Regional Occupational Program (ROP); Pájaro Valley USD; and Cabrillo College. Teachers and instructional aides provide on-site support on a flexible and adaptive as-needed basis. Lead Teacher Charmaine Ryan reports “For me, the only way I see a truly “forward thinking” curricular approach to teaching or “guided” learning in the 21st century, is administering blended learning. It works in so many ways for our student populations: empowering life-long learning; self-assessment and correction for each individual, with on the spot feedback; opportunities for whole group discussions and critical thinking; 24/7 instructional access; gives those students who don’t fit the norm the ability to feel and become educationally successful. Blended learning is not a future model but, is alive and going strong right now in many present learning environments. Our alternative populations need and deserve every opportunity to experience and realize successful educational and life outcomes! I just love seeing so many students feel empowered and engaged in their own education”.



Online course participants at SOS

### *Graduation Requirement*

All students at SOS are required to complete an online Child Development course before graduation. Students are given time to work on the courses during the school day and can work from home. Site teachers extend the lessons from the online course into face-to-face classes during the school day. Student, Francisco, said, "I think it is a pretty good program to learn anything about parenting, pregnancy and a lot of interesting stuff. I really like this program".

### *Career Readiness Pathway*

Students at SOS self-select to complete an online 20 credit Career Readiness Pathway of four online courses: The Work Environment, Retailing, Hospitality & Tourism, and Character Education. Upon successful completion of the courses, students earn a certificate listing the course competencies met. Additional pathways include: STEM Careers Readiness, Hospitality Careers Readiness, Health Careers Readiness, and Childcare Careers Readiness. Students are invited to develop their own individualized pathway from the catalog of online courses licensed through Accelerate Education.

### *Credit Recovery and First-time Credit*

SOS students choose between licensed online courses from the Accelerate Education course catalog and the Cyber High PASS Program to recover credits in addition to their face-to-face courses. Students have completed courses in English, U.S. history, world history, pre-algebra, algebra, health, Spanish, physical science, psychology and P.E. Additionally, a cohort of 12th grade students are grouped together for targeted blended instruction in government and economics. Eduardo said "I think online learning classes are a good way for me to learn about subjects I need in life and also a quick way to make up credits I've missed". Photo Number 2: A some of the SOS students enrolled in online courses.

### **Oasis Independent Studies Program**

#### *Self-blend Model*

The OASIS Independent Studies Program is located on the Cabrillo College campus in Aptos, California. Teachers utilize instructional strategies that support the needs and unique learning styles of students. The OASIS independent studies model allows students to learn at their own pace while challenging them to excel in their areas of special interest and ability. Students participate in field trips, tutoring, and workshops supporting dual-enrollment at Cabrillo College and admission to career technical preparation and university. Students meet weekly with teachers using traditional curriculum, and self-select online courses for remediation or first-time credit while working towards graduation. The self-blend model encompasses

any time students choose to take one or more courses online to supplement their school's course catalog. The online learning is always remote, which distinguishes it from the Rotation model, and the traditional learning is in a brick-and-mortar school (Horn and Stark, 2011). OASIS students enroll in licensed core and elective courses including: Botany & Zoology, Anatomy & Physiology, Psychology, Sociology, Biology, Child Development, Government, Economics, Art History, Retailing, and Spanish I and II.

#### *Rotation Model*

OASIS Teacher, Lisa Carlton, developed an additional blended model, which meets weekly for face-to-face, focused, teacher-led instruction to support students in becoming more ethical, literate, and empowered. Students are paced through an online Character Education course, which they complete outside class time on campus or at home. The online course asks students thought-provoking questions on personal values and character, and the face-to-face course gives students the opportunity to participate in group activities and reflection to help empower the student to live a productive and responsible life. The



**First Students at SOS to earn The Career Readiness Pathway certificate**



blended model is intended to improve college and career readiness by engaging students with technology, and extend the Becoming a Better You curriculum outside the boundaries of the classroom. Ms. Carlton supports blended learning and states, “The weekly practice of truly listening to one another is life changing. Our media rich teens benefit from viewing and discussing the powerful TED Talks about their online course topics: forgiveness, overcoming adversity, positive attitude, achieving success, current life goals, their unique learning and communication style, ways to overcome adversity and community service”.

### **Natural Bridges High School**

#### *Rotation Model*

Natural Bridges High School/Career Training Center is a program for students in grades 10-12 seeking employment training while earning credits toward high school graduation. The program includes training for careers in agriculture, construction, alternative energy, habitat restoration and computers; courses in local ecology, history, economics, as well as other graduation requirements; and instruction in written and spoken communication, presentation and leadership skills. Students complete online courses for remediation or first-time credit in a computer lab during a regularly scheduled class period facilitated by a teacher.

### **Ponderosa High School**

#### *Rotation Model*

Ponderosa High School is designed for students in 10th through 12th grade seeking education and employment training in “green” careers while earning credits toward high school graduation. Students manage an organic garden, which produces ingredients for the student-prepared, daily nutrition breaks provided for all students. Counselor, Laura Maccondray, shares, “I like that students get to experience how to navigate online tools so they are prepared for a world with online banking and online applications to college...they are learning another kind of literacy.” Teacher, Brian King, enrolled his social studies stu-

dents in online government, economics, world history and U.S. history in order to provide differentiated instruction within a single class period. Students use class time to individually work on their online course or participate in teacher-led, whole-group activities. “Students can complete the course they need, I am not trying to teach four subjects at once, and I can facilitate hands-on projects,” states Mr. King.

### **Quality Teaching**

An increasing number of school leaders are encouraged to implement online and blended learning in their school systems in order to meet their students’ needs, though they may lack the resources, data, and expertise to manage the associated barriers. School leaders have concerns about the interplay of law, policy, funding, course quality, and effective professional development that recognizes the specific skills

“Students can complete the course they need, I am not trying to teach four subjects at once, and I can facilitate hands-on projects.”

-- Brian King, Teacher,  
Ponderosa High School

necessary for effective online instruction (Morse, 2010). Online and blended teaching requires additional skill sets that must be developed through professional development and training specific to both teaching pedagogy and the specific online course interface. Online instruction requires that teachers go beyond subject area proficiency and understand how to teach effectively online (California eLearning Framework, 2011). Leading Edge Certification (LEC) is a national Alliance of nonprofits, univer-

sities and educational agencies that provides educators a demonstrable way to show they understand how technology changes teaching and learning. A Santa Cruz Alternative Education Program teacher, who is an LEC Certified Trainer, will facilitate a summer cohort of 21 teachers through a curriculum based on the iNACOL National Standards for Online Teaching. Upon successful completion, the certification will provide assurance that teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.



Key Learning Modules from the program include:

1. Online Learning: History and Concepts
2. Pedagogy
3. Building Community
4. Online Accessibility
5. Assessment and Evaluation
6. Policies and Preparation (LEC, 2011).

### **Quality Curriculum**

Despite concerns about quality and effectiveness, high school administrators contend that their schools are moving forward with implementing and expanding online learning programs because the benefits outweigh the concerns (Picciano & Seaman, 2010). Adopting content is similar to adopting textbooks in that there should be an established approval process. One of the ways some counties, districts, school and programs seek to ensure quality is through a course approval process. In response to the lack of guidelines for quality in most states and demand from its members, the International Association for K-12 Online Learning (iNACOL) published its first edition of quality standards for K-12 online programs. iNACOL is a nonprofit organization, comprised of a cross-section of educators and corporate entities, whose mission is collaboration, advocacy, and research to enhance quality K-12 online teaching and learning. The National Standards for Quality Online Programs “are designed to provide states, districts, online programs, accreditation agencies and other organizations with a set of over-arching quality guidelines for online programs in several categories: leadership, instruction, content, support services and evaluation” (Pape & Wicks, 2009, p. 4).

The California Learning Resource Network (CLRN), which is funded by the California Department of Education, currently reviews high school English language arts and mathematics courses for alignment to the Common Core State Standards and to iNACOL’s Standards for Quality Online Courses. CLRN’s course reviews also include history-social science, science, and visual and performing arts courses. Published reviews contain detailed information about the specific standards, which are fully or partially met, and include comments by reviewers and feedback by educators and students. CLRN will add world language course reviews in 2012-13. Santa Cruz County Alternative Education Program leadership utilizes

the iNACOL standards and CLRN course reviews to determine online course licensing decisions.

### **Quality Programs**

In addition to professional development, curriculum, teaching, and policy, educators manage critical operations processes when starting and scaling online and blended learning programs. A framework of management and support systems, policies, and guidelines are essential for the delivery of quality distance education programs (Moore & Kearsley, 2012). Successful programs begin with a needs assessment, an organized strategic planning process that includes stakeholders, targeted student groups and an agreed upon defined set of educational goals. Policies will provide the structure and broad guidelines for online and blended programs. The process of creating those policies will require district teams and stakeholders to discuss critical issues, and in doing so, further clarify the program vision and how it is implemented. District governance structure will inform policy development for access and equity, teacher-related policies, curriculum and instruction, and student-related policies. Policy adoption should follow relevant established district procedures and should comply with state law (International Association for K-12 Online Learning, 2010). Santa Cruz County Alternative Education leadership utilize the considerations and evaluation tools in *How to Start an Online Learning Program: A Practical Guide to Key Issues and Policies*, the iNACOL Quality Standards for Online Programs, and the CCSESA California eLearning Framework when making decisions in support of program educational goals.

### **Conclusion**

Online and blended learning is seen as a solution to many educational problems, including overcrowding in schools, constrained master schedules, a lack of access to qualified teachers, and the pressure to meet the needs of all students, including those who need differentiated instruction regardless of place, space, or time (Cavanaugh & Clark, 2007). A variety of studies have concluded that online learning offers the advantages of fostering 21st century skills, inspiring competency and creativity, expanding online learning for all students, averting high school drop-outs, assisting in meeting individual student needs and learning styles, supporting career and technical disciplines, and expanding the boundaries of the classroom. Among the key questions that districts must address

are what educational goals are they addressing and prioritizing through online and blended learning, and how will they implement online and blended learning so it improves outcomes (Evergreen Education Group, 2011).

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## About the Author

Dr. Kelly Schwirzke is a teacher for the OASIS Independent Studies Program and the Online Learning Coordinator for the Santa Cruz County Office of Education Alternative Education Program. She recently completed her dissertation, which focused on online and blended learning.

# Alternative Education: An Evolution of Purpose, Need, and the Students Served

By Ted Price, Tim Stoops, and Rick Martin

## Abstract

Alternative education is an integral yet frequently overlooked and misunderstood component in many public school districts in the United States. Part of this situation is due to the lack of a clear, concise definition of alternative education. As Lange and Sletten note: "There is not an agreement across the educational community as to what constitutes an alternative school or program" (Lange & Sletten, 2002). In addition, alternative education has a confounding history. The early 1960s gave rise to programs that were labeled alternative, suggesting highly experimental means to educate the whole child to look "within" and express himself or herself openly (McGee, 2001). "As the civil rights movement gained momentum and a progressive education movement began by people who were unhappy with traditional learning and curriculum, alternative education came to be defined as programs that "emphasized the development of self-concept, problem-solving, and humanistic approaches" (Conley, 2002, as cited in Kim & Taylor, 2008). By the end of the 1970s, many of these alternative schools did not last due to "structural or financial mismanagement" (Kim & Taylor, 2008). Through the 1980s, the "definition of alternative education began to narrow in scope" (Lange & Sletten, 2002). Young (1990) speculated that the conservative political climate of the decade and an increasing number of students who were not accomplishing desired levels of achievement caused alternative education to serve more "at-risk" students. Alternative education has since largely embraced this design and evolved into an entity generally associated with serving "at-risk" populations.



Within the last decade, there has been an increase in the number of alternative education programs and the number of students they serve. "Although the field lacks a common definition and suffers a major divide in philosophies of alternative programs, the tremendous growth in the availability of these programs in the United States over the past several years illustrates a continuing demand" (Quinn, Poirier, Faller, Gable, & Tonelson, 2006).

Future development of alternative education programs must be cognizant of the past and the issues that shaped where it is today. It is difficult to effectively move forward without an understanding of where you have come. As alternative education addresses such issues as Common Core standards, 21st century

skills, non-completion of high school, and the uncertainty of education budgets, it is important not to lose sight of the core principles and the students in need of an alternative education programs.

Students will continue to fall off track, need options other than a seat time program, have gaps in learning that need to be addressed, and have a behavioral need for an alternative education program. How will alternative education programs continue to evolve to better address these needs? What innovation and student approach is needed to ensure there is a school program for each student? Students are continuing to fall through the cracks. The dropout rate is a clear indicator of the many disconnected students. Alternative Education programs are the hope and safety net for many of these students. Let's continue to create educational options that connect the disconnected.

Alternative schools have stood for very different things since their inception. They have been launched to fulfill disparate purposes and are designed to function differently from one another. They have functioned almost as an empty glass to be filled with any sort of liquid, or to even be used for something other than a glass. (Raywid, 1998, p. 47)

Educator and author Mary Anne Raywid (1998) described the difficulty in defining the historical progression of Alternative Education. Raywid's efforts of formalizing alternative education research helped establish her as a leading authority on historical issues affecting alternative education. In addition, her work helped bring alternative education research to the forefront of the discussion for at-risk youth.

### Evolution

To understand the evolution of programs labeled Alternative Education (AE) as they exist today, it is important to recognize the origins of programs that are considered alternative. Atkins (2008) stated, "Despite the proliferation of these programs, a generic description of what constitutes an alternative education program, historically, has been elusive" (p. 344). The first alternative programs did not focus on disruptive and defiant students, but rather on challenging the status quo through innovation and idealism. Lange and Sletten (2002) tie the beginnings of the alternative education movements to the civil rights movement of the 1960s. They suggest that the earliest noteworthy alternative education programs developed as departures from traditional schooling. In contrast to the role of serving students with significant and persistent discipline problems, Raywid (1981) hypothesized that the movement's support for reexamining traditional schooling was a manifestation of what she referred to as the "educational humanism of the Sixties" (Raywid, 1981, p. 551). Many of the advocates for challenging the institution of education were also challenging the government and society at large. With a focus on individuality and personal freedom, "the students, and in

The first alternative programs did not focus on disruptive and defiant students, but rather on challenging the status quo through innovation and idealism.

many cases the staff, of these schools believed it was acceptable, possibly even honorable, to choose not to be part of the Establishment" (McGee, 2001, p. 588). The supporters of alternatives to public education envisioned existing schools as "cold, dehumanizing, irrelevant institutions largely indifferent to the humanity and 'personhood' of those within them" (Raywid, 1981, p. 551). As Raywid (1981) further observed, the participants in the early alternative education movements (staff and students) did not see themselves as doing things any differently than what was necessary to transform all types of education. In short, it was simply an effective way of conducting schools and not an alternative at all. Experimental programs were also generally well-funded by several noteworthy

foundations: Ford, Carnegie, and Rockefeller. Corporations such as IBM, Chase Manhattan Bank, and Union Carbide also supported programs that were innovative in nature (Raywid, 1981). Raywid provided further analysis of the time period and its relevance to alternative education by explaining that:

During the mid-Sixties President Lyndon Johnson's Great Society Program declared a War on Poverty. Education was to be in the vanguard of the battle. Government funds were made available to schools in unprecedented amounts under several different

programs of the Elementary and Secondary Education Act (ESEA) of 1965. The intent of these efforts was to equalize opportunity. Simultaneously, other programs such as Title III, ESEA, were introduced specifically to facilitate innovations and the development of alternatives for other populations as well. (Raywid, 1981, p. 551)

At their inception, alternative programs began to emerge more frequently in suburban and urban districts as opposed to rural districts. The urban alternative education programs were aimed at serving students who were not experiencing success, while the suburban programs were often "innovative programs seeking to invent and pursue new ways to educate" (Raywid, 1999, p. 47).



## Purpose

In contrast to the idealistic and optimistic fervor that surrounded the alternative education movement in the 1960s, the 1970s presented various challenges for alternative education. The greatest threats to alternative schools and programs were the research analyses that yielded similar results. Alternative education, according to its emerging base of critics, was not a viable improvement to schools (Raywid, 1981). The research described the findings as “lackluster and effectively halting new efforts at innovation, with some critics demanding a complete moratorium on innovation of any kind” (Raywid, 1981, p. 551). Kim and Taylor (2008) suggested that many of the alternative schools of the 1970s did not have any longevity due to “fiscal or structural mismanagement” (p. 207). The demise of such open thinking, however, was tied in part to the lack of results that produced “no significant difference” in the goal of improving schools and student learning (Raywid, 1981). Lange and Sletten (2002) explain that:

Alternatives of this period, including Freedom Schools and Free Schools, advanced the notion that a singular, inflexible system of education that alienated or excluded major sectors of the population would no longer be tolerated. To this point, Raywid (1994) remarks: “despite the ambiguities and the emergence of multiple alternatives, two enduring consistencies have characterized alternative schools from the start: they have been designed to respond to a group that appears not to be optimally served by the regular program, and, consequently, have represented varying degrees of departure from standard school organization, programs, and environments” (Raywid, 1994, as cited in Lange & Sletten, 2002, p. 4).

The counterculture mindset that had been at the core of alternative education since its inception would change dramatically as the 1980s initiated a different way of viewing public education. Young (1990) suggested that the alternative schools of the 1960s and 1970s did not survive and seemed to change from “the more progressive and open orientation in the 1970s to a more conservative and remedial one in the 1980s” (p. 20 as cited in Lange & Sletten, 2002, p. 5). Young (1990) further attributed the apparent decline of innovative schools to the conservative climate of the decade, as well as the increasing number of children who were functioning at unacceptable achievement levels (Young, 1990). With the publication of a *Nation at Risk* (NAR) in 1983, educational achievement in the U.S. was at the forefront of discussion. This study asserted that the state of education was on a “downward trajectory and that American technological and economic preeminence was consequently imperiled” (Guthrie & Springer, 2004, p. 7). Raywid (1981) suggests that the growing number of alternative schools during this time centered on teaching basic curricular concepts, were geared towards students who were disruptive or failing in their home schools, and decreased their emphasis on shared decision-making. Guthrie and Springer (2004) describe the impact of a *Nation at Risk* and its curricular impact by stating:

Decade-by-decade, anecdotes and claims about America’s educational failures extend as far back as the mid-19th century. Regardless of whether schools were safer, more rigorous, or better equipped to serve its populace in years past, there seems to prevail a common sentiment that “when I was in school” the education system was a healthier and better place. NAR continued this tradition, claiming a decline in school performance but failing to specify precisely when the golden age occurred from which this decline began. (p. 17)

“Despite the ambiguities and the emergence of multiple alternatives, two enduring consistencies have characterized alternative schools from the start: they have been designed to respond to a group that appears not to be optimally served by the regular program, and, consequently, have represented varying degrees of departure from standard school organization, programs, and environments” (Raywid, 1994, as cited in Lange & Sletten, 2002, p. 4).

Thus, alternative education programs in the 1980s commonly focused on fundamental skill attainment in the core subject areas: English, mathematics, science, and social studies (Raywid, 1999).



## Need

It was not until the mid-1990s when Raywid (1994) grouped alternative education programs into three main types that AE programs were understood in their present form. The three types that are generally agreed upon to represent Alternative Education, as it is presently known are:

Type I. Alternatives seeking to make school challenging and fulfilling for all involved. Their efforts have yielded many innovations, a number of which are now widely recommended as improvement measures for schools. Type I alternatives virtually always reflect organizational and administrative departure from the traditional, as well as programmatic innovations.

Type II alternatives are programs to which students are sentenced—usually as one last chance prior to expulsion. They include in-school suspension programs, cool-out rooms, and longer-term placements for the chronically disruptive. They have been likened to “soft jails,” and they have nothing to do with options or choice. Typically Type II programs focus on behavior modification, and little attention is paid to modifying curriculum or pedagogy. In fact, some of these programs require students to perform the work of the regular classes from which they have been removed. Others simply focus on the basics, emphasizing rote, skills, and drill.

Type III alternatives are for students who are presumed to need remediation or rehabilitation—academic, social/emotional, or both. The assumption is that after successful treatment students can return to mainstream programs. Therefore, Type III alternatives often focus on remedial work and on stimulating social and emotional growth—often through emphasizing the school itself as a community. (p. 28)

Raywid clarified the Types further by pointing out that particular programs can be a mix. A compassionate staff, for example, may give a Type II program Type III overtones. However, the Type does ultimately

determine whether the student is there by choice, sentence, referral, etc. Raywid noted that Type II and III programs set out to fix the student on the assumption that this is where the problems lie. Type I assumes that difficulties may be accounted for by a school-student match.

Since Raywid’s classification of the Three Type system, Aron (2006) cited Roderick’s “promising typology” as a recent expansion of Raywid’s work. Aron stated that Roderick’s work differs from Raywid’s in that it places the educational needs of the student at the forefront rather than focusing on the student’s at-risk factor or program characteristic. Roderick’s (1993) proposal identified four main groups of alternative education students:

1. Students who have fallen “off-track” because they have gotten in trouble and need short-term systems of recovery to route them back to high schools.
2. Students who have prematurely transitioned to adulthood because they have either become parents or have home situations that do not allow them to attend school.
3. Students who have fallen off track academically, but are older and returning to obtain the credits they need to transition to post-secondary programs.
4. The final group of students who have significant problems (i.e. low reading levels) and are way over age for their grade, largely due to retention or have come out of special education programs unsuccessfully (Aron, 2006).

All three of Raywid’s Types of Alternative Education Programs have expanded greatly in the last ten years (Aron, 2006; Atkins, 2008; Foley & Pang, 2006; Kim & Taylor, 2008; Siegrist et al., 2010; Unruh, Bullis, Todis, Waintrup, & Atkins, 2007). The Alternative Education programs that serve chronically disruptive and defiant youth has grown exponentially from the 1990s to the present day. This is due largely to a “growing response to high school dropout rates, truancy, school failure, substance abuse, juvenile delinquency, and other factors” (Siegrist et al., 2010, p. 133).

## Program

There has been an emergence of literature over the last ten years devoted to examining the elements of AE programs that will foster student successes (Aron, 2006; Brock-Fowler, 2001; Cable, Plucker, & Spradlin, 2009; Conrath, 2001; Foley & Pang, 2006; Hosley, Hosley, & Thein, 2009; Lange & Sletten, 2002;

**Table 1: Typical Alternative Education Program Characteristics**

<b>Staffing</b>	<b>Instruction</b>	<b>Focus</b>	<b>Nontraditional</b>
Small school, class size, staff	Standards-based	Supportive environment	Flexible scheduling, evening hours, multiple shifts
Low student-to-teacher ratio	Innovative and varied curricula	Informal or high structure	Student and staff entry choice
Adult mentors	Functional behavior assessments	Student-orientation	Reduced school days
Leadership from principal or director/teacher-director	Self-paced instruction	Proactive or problem focus (i.e. last chance)	Linkages between schools and workplaces
Lack of specialized services (e.g. library, career counseling)	Vocational training involving work in the community	Character, theme, or emphasis from interests of founding teachers	Intensive counseling and monitoring
Dynamic leadership	Social skills instruction	Teacher-student and student-student relationship	Collaboration across school systems and other human service agencies
Fewer rules and less bureaucracy	Individualized and personalized learning	Partnership	Collegiality with faculty and student

Siegrist et al., 2010; Zweig, 2003). Even with the proliferation of research, Aron (2006) observed that:

The research base describing what works and for whom it works in alternative education is evolving. There are few scientifically based, rigorous evaluations establishing which program components lead to various positive outcomes for youth. The newness of the field means that researchers and policymakers are still examining the characteristics of promising programs, but lists of these characteristics are starting to converge and point to what should be measured and monitored as more rigorous evaluations are funded and implemented (Aron, 2006).

McGee (2001) noted that there are not sufficient data available to determine the precise parameters in identifying an Alternative Education program's best practices. However, recent research suggests that there has been an increase in "assessment instruments or rubrics to evaluate the effectiveness of alternative education programs" (Siegrist et al., 2010, p. 135). Ingersoll and LeBoeuf (1997) concluded, "high-quality, well-staffed alternative programs decrease truancy, act as deterrents to poor behavior in traditional school environments, minimize suspensions and expulsions, and

enhance academic achievement" (Ingersoll & LeBoeuf, 1997, as cited in D'Angelo & Zemanick, 2009, p. 211). Henrich (2005) identified common characteristics of typical AE programs by his examination of empirical studies and qualitative studies that focused on attributes of the programs (Table 1). Henrich's research is a compilation of characteristics derived from Barr & Parrett, 1997; Chalker & Brown, 1999; Cox, 1999; Duke & Griesdorn, 1999; Knutson, 1998; Lange & Sletten, 2002; Leiding, 2002; Lehr & Lange, 2003; Raywid, 1994, 2001; Reimer & Cash, 2003; Ruebel, Ruebel, & O'Laughlin, 2001; Saunders & Saunders, 2002; Tobin & Sprague, 1999) as found in Henrich (2005). The columns represent characteristics of what research shows to be common elements of a typical alternative education program.

Throughout the research of alternative education, there are recurring themes that emphasize the importance of caring and nurturing environments as indicators of effective programs. This positive climate can be facilitated by the small school size that generally characterizes alternative education programs (Aron, 2006; Foley and Pang, 2006; Lange and Sletten, 2002; Raywid, 2001). Students in schools with smaller populations have a greater sense of affiliation and belonging (Cotton, 2001). Lange and Sletten (2002)

emphasized the importance of smaller class and school size as being particularly important for at-risk students. Smaller learning environments in alternative education provide the students a voice and a presence that they may not otherwise experience in a larger population. It is important that the staff of alternative education make use of smaller learning environments to establish positive teacher-student relationships. The alternative education program will only be successful when the student feels he/she belongs, senses that the teacher and staff cares about him/her, and begins to believe that education is worth pursuing.

### Summary

Alternative education is an integral yet frequently overlooked and misunderstood component in many public school districts in the United States. Part of this situation is due to the lack of a clear, concise definition of alternative education. As Lange and Sletten note: "There is not an agreement across the educational community as to what constitutes an alternative school or program" (Lange & Sletten, 2002). In addition, alternative education has a confounding history. The early 1960s gave rise to programs that were labeled alternative, suggesting highly experimental means to educate the whole child to look "within" and express himself or herself openly (McGee, 2001). "As the civil rights movement gained momentum and a progressive education movement began by people who were unhappy with traditional learning and curriculum, alternative education came to be defined as programs that "emphasized the development of self-concept, problem-solving, and humanistic approaches" (Conley, 2002, as cited in Kim & Taylor, 2008). By the end of the 1970s, many of these alternative schools did not last due to "structural or financial mismanagement" (Kim & Taylor, 2008). Through the 1980s, the "definition of alternative education began to narrow in scope" (Lange & Sletten, 2002). Young (1990)

speculated that the conservative political climate of the decade and an increasing number of students who were not accomplishing desired levels of achievement caused alternative education to serve more "at-risk" students. Alternative education has since largely embraced this design and evolved into an entity generally associated with serving "at-risk" populations.

Within the last decade, there has been an increase in the number of alternative education programs and the number of students they serve. "Although the field lacks a common definition and suffers a major divide in philosophies of alternative programs, the tremendous growth in the availability of these programs in the United States over the past several years illustrates a continuing demand" (Quinn, Poirier, Faller, Gable, & Tonelson, 2006). The National Center on Education Statistics reported that for the 2000-2001 school year there were "10,900 public school programs that served 612,900 AE students in the United States. Thirty-nine percent of school districts nationwide reported having an Alternative Education program for at-risk youth" (Kleiner, Porch, & Farris, 2002). In 2010, The National Center for Education Statistics released its update on AE programs. "In the 2007-08 school year, 64 percent of districts reported having at least one alternative school or program for at-risk students that was administered either by the district or by another entity" (Carver & Lewis, 2010). This figure represents an increase of 25 percent from the 2001 reporting. There was an increase in the number of students served as well. "There were 646,500 students enrolled in public school districts attending alternative schools and programs for at-risk students in 2007-2008, with 558,300 students attending district-administered alternative schools and programs and 87,200 students attending alternative schools and programs administered by another entity" (Carver & Lewis, 2010). This represents an increase of approximately 33,600 students from the 2001 reporting.

Throughout the research of alternative education, there are recurring themes that emphasize the importance of caring and nurturing environments as indicators of effective programs. This positive climate can be facilitated by the small school size that generally characterizes alternative education programs.



It is critical that alternative education program leaders continue to build upon the roots of its history. Innovation, idealism, a safety net for struggling students, as well as mastery learning need to remain at the core of the program. More and more students are dropping out of school. Nationwide, about seven thousand students drop out every school day. This statistic may not have been noticed fifty years ago, but the era during which a high school dropout could earn a living wage has ended in the United States. By dropping out, these individuals significantly diminish their chances to secure a good job and a promising future. Alternative Education can be this safety net to students that recaptures their belief in their academic, behavioral, and social success.

Future development of alternative education programs must be cognizant of the past and the issues that shaped where it is today. It is difficult to effectively move forward without an understanding of where you have come. As alternative education addresses such issues as Common Core standards, 21st century skills, non-completion of high school, and the uncertainty of education budgets, it is important not to lose sight of the core principles and the students in need of an alternative education programs.

Students will continue to fall off track, need options other than a seat time program, have gaps in learning that need to be addressed, and have a behavioral need for an alternative education program. How will alternative education programs continue to evolve to better address these needs? What innovation and student approach is needed to ensure there is a school program for each student? Students are continuing to fall through the cracks. The dropout rate is a clear indicator of the many disconnected students. Alternative Education programs are the hope and safety net for many of these students. Let's continue to create educational options that connect the disconnected.

**It is critical that alternative education program leaders continue to build upon the roots of its history. Innovation, idealism, a safety net for struggling students, as well as mastery learning need to remain at the core of the program.**

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# Educators and Law Enforcement Work Together to Prevent Gang Involvement

By Michael Paynter  
Santa Cruz County Office of Education

## The Big Picture

Broad-Based Apprehension, Suppression, Treatment and Alternatives (BASTA) is a new spin on an old effort to convene the pertinent players involved with a student who is at risk of becoming gang involved or is interested in getting out. BASTA, which also means “enough” in Spanish, speaks both to the feeling of the community as well as the internal struggle of the individual.

This new iteration grew from the Juvenile Justice Commission and the long standing effort of the Watsonville Police Department and their associated community members who have gathered under this name for a number of years now, primarily as an operational or technical team, looking at details, cases, schools, trends, etc. In an effort to create a more comprehensive vision for all communities around this topic, County Superintendent of Schools, Michael Watkins, encouraged a multi-tiered and expansive approach. To this end, three levels of BASTA were born. At the top, the BASTA Steering Committee, chaired by Superintendent Watkins, includes leaders from most of the law enforcement, education, and community based organizations (CBOs) that touch the lives of these students; including the offices of the District Attorney, Probation, police and sheriff’s departments, County Children’s Mental Health, public defenders, juvenile court, and school district superintendents. At this global level, the leadership takes a high altitude assessment of the systems in place to address issues

of gang involvement and intervention in an effort to change, create or transform those practices to better meet the needs of this endeavor.

In North County, as a container for more specific information, the group size decreases while the personal knowledge and concern about individuals increases. Guiding this process, known as the North County BASTA OPS (Operational) Team, are County Schools Deputy Superintendent, Bryan Wall, and Santa Cruz Police Department Deputy Chief, Rick Martinez. In addition, Mario Sulay, Commander of the County Gang Task Force, works closely with the Co-Chairs to round out a leadership cohort that keeps tabs on the movement and trends occurring with youth and gangs. This OPS team also includes most school districts in the form of site administrators as well as supervisors from Probation, Children’s Mental Health and the COE. In this setting, student referrals are provided by both police and educators. Adolescents that are willing to participate are connected to resources or transferred directly to the third and final leg of the BASTA Program – the Intervention Group.



## Where Alternative Education Steps In

The BIG (BASTA Intervention Group) is an even smaller entity, with just one police and two probation officers, three staff from education and one county counseling supervisor. Two of the COE staff, Michael

Paynter and Denise Pitman-Rosas, plan, coordinate and manage this final step of the BASTA vision. At this level, the focus is purely prevention and/or early intervention. Students who have been identified as



being willing to receive help and work with this group are walked through a process of crafting an advocacy/mentor team, aka BASTA Youth Team (BYT), in which the student has a say in who s/he would like to have help them. These teams meet with their student once a week and communicate with each other via a web based case management process. This is where the rubber meets the road, where the details and intimate struggles of exactly what is holding these youth back from making changes are addressed, on-going and repeatedly. The current format is to have the teams stay with their student for at least one year and for each team to have at least three members, which have included roles such as teacher, coach, probation officer, counselor, family member, police officer and other education staff.

About 50% of the students referred are already in one of the Alternative Education Programs in Santa Cruz County. Alternative Education has given the largest in-kind assistance to the BIG in the form of staff hours. At the heart of these teams is coordination, ensuring agreements, contact, and record keeping are occurring. The current coordination team is housed in the Alternative Education Department, and provides this service along with their other duties and programs. Additionally, Alternative Education and the Superintendent's Office has provided crucial funding to contract a gang intervention specialist and part time counselor. The Superintendent's Office has also provided Parent Education classes and items such as P.E. clothes, bus passes, team registration fees, and tutoring that the youth might need to be successful.

### The Community

Under the auspices of prevention, the BASTA OPS has sponsored several Parent Education Nights at North Santa Cruz County schools. A panel of gang, law enforcement and education experts give brief talks on what they see as the prime issues as well as best steps for parents to help with beginning to understand and change a student's involvement. Community groups, such as the Positive Discipline Resource

Center, Youth Services Counseling, Revolution Soccer Team, Food What!?, Santa Cruz Teen Center and Gang Intervention Specialist - Black Sheep Consulting, also provide information about alternative activities and support available in the area.

In conjunction with the Santa Cruz Police Department's PRIDE Program, BASTA has sponsored two sets of parent education classes using the Positive Discipline Model created by Jane Nelson. Offered in both Spanish and English, these classes address positive parent-child interaction, much needed if good communication and relationships are to exist in the family while they work toward preventing or ameliorating strong, negative outside influences.

### The Next Steps



After a year of diligent effort, several items are clearly needed to take the program to the next level. For instance: Using a pre and post survey to gauge gang inclination (as used in L.A.), truly allowing enough time for coordinator(s) to track all referrals and progress, researching and applying for grant funding to expand number or students served, and crafting a strategic plan which takes into account the larger BASTA parent group's directives.

While this revived and enhanced effort to address gang involvement is still fairly new, the feedback from the school presentations has been positive and the lives of the youth so far referred to the BIG have already started showing signs of growth. Underlying all of this activity is a solid base of ever-improving collaboration in a time of increasing violence coupled with continued decreases in funding.



# HONORING JCCASAC'S PAST PRESIDENTS

1970-71  
Don Purdy  
Santa Clara

1971-72  
Chuck Lee  
San Diego

1972-73  
Doug Booth  
San Mateo

1973-74  
Joe De Mello  
Contra Costa

1974-75  
Marshall Lomax  
Los Angeles

1975-76  
John Hull  
Sacramento

1976-77  
Rocco Nobile  
San Diego

1977-78  
John Peshkoff  
Santa Clara

1978-79  
Jerry Matney  
Orange

1979-80  
Miltie Couteur  
Butte

1980-81  
Marty Familletti  
Riverside

1981-82  
Joe De Mello  
Contra Costa

1982-83  
Roy Savage  
Riverside

1983-84  
Ken Kammuller  
Marin

1984-85  
Wayne Toscas  
Santa Barbara

1985-86  
Greg Almand  
Contra Costa

1986-87  
Hedy Kirsh  
Orange

1987-88  
Shirl Schmidt  
Shasta

1988-89  
Chuck Lee  
San Diego

1989-90  
William Burns  
San Mateo

1990-91  
John Peshkoff  
Orange

1991-92  
Orene Hopkins  
Contra Costa

1992-93  
John Stankovich  
Kings

1993-94  
Bob Michels  
Santa Clara

1994-95  
Larry Springer  
Los Angeles

1995-96  
Claudette Inge  
Alameda

1996-97  
Ken Taylor  
Kern

1997-98  
Mick Founts  
San Joaquin

1998-99  
Dolores Redwine  
San Diego

1999-00  
Vic Trucco  
Sonoma

2000-01  
Janet Addo  
Los Angeles

2001-02  
Michael Watkins  
Santa Cruz

2002-03  
Jeanne Hughes  
Kern

2003-04  
Jacqueline Flowers  
San Joaquin



2004-05  
Jeanne Dukes  
San Luis Obispo

2005-06  
Paula Mitchell  
Santa Clara

2006-2007  
Maruta Gardner  
San Diego

2007-2008  
Peter Kostas  
Mendocino

2008-2009  
Mary Lou Vachet  
Orange

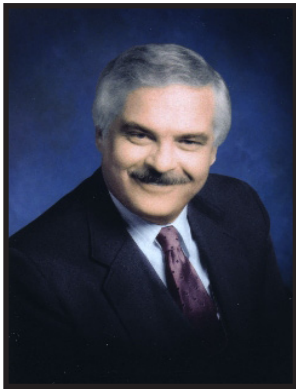
2009-2010  
Mary Bell  
Sacramento

2010-2011  
Sean Morrill  
San Diego

2011-2012  
Janine Cuaresma  
San Joaquin

# John Peshkoff Award

Congratulations to the 2011 award recipient



John Peshkoff (1935-2006) was one of the founding fathers of JCCASAC (then known as Juvenile Court School Administrators of California or JCSAC). John served as the JCCASAC president from 1977-78 and again from 1990-91. He advocated for legislation and practices which support quality educational services for students in alternative education programs. He also served as a mentor, friend, and cheerleader to his peers and colleagues in the field.

The John Peshkoff Award is presented annually for memorable vision, service, leadership and commitment to *JCCASAC* students and programs.



**Gerry Riley**

Assistant Superintendent,  
Retired  
LACOE

**Gerry Riley** graduated from Seton Hall University with a degree in Sociology. Upon graduation, he experienced a variety of jobs, including working in Los Angeles as a retail manager and in Point Arena as an electrician and Instructional Assistant.

Gerry served as Chair of the Student Programs and Services Steering Committee in 2005. In March 2008 he returned to the Los Angeles area as the Assistant Superintendent of Educational Programs for LACOE. Originally from a small county, Gerry was dedicated to forming networks of collaboration between all counties, whether large or small. He was a champion for alternative education programs and diligently worked on legislation that would support quality educational opportunities for students.

After retiring in August 2011, he returned to his home in Del Norte County with his wife, Trudy. His son lives and works in San Diego. He has previously been honored with the ACSA Region 1 Alternative School Administrator of the Year and received the CCSESA STAR award.

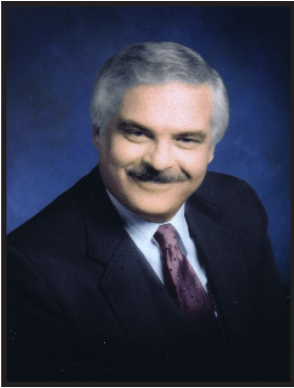
Gerry returned to school at Sonoma State University and earned a Masters degree in counseling. He was subsequently employed as a counselor at Del Norte High School. Gerry held a number of administrative positions for the Del Norte County Schools, including Principal and Director of Alternative Education.





# John Peshkoff Award

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**Claudette M. Inge**  
JCCASAC's President  
1995-1996

By any measure, Claudette Inge can be described as a determined, principled and courageous educator who has worked on behalf of underrepresented youth for 35 years commencing in 1977, where her career in school administration began with the Alameda County Office of Education. There she served as

Curriculum Coordinator, Director of the Juvenile Court and Community Schools, and Assistant Superintendent of the Student Programs Division with ACOE until 1999 when she joined the San Diego County Office of Education as Assistant Superintendent of Student Services and Programs Division. Claudette holds a Bachelor of Arts degree from California State University/East Bay and a Master of Arts degree in Educational Administration from San Francisco State University.

Mentored by John Peshkoff (Director of JCCS in Santa Clara and Orange County Office of Education) and Charles "Chuck" Lee (Director of JCCS with San Diego County Office of Education), Claudette advanced the movement to make a difference in the lives of troubled youth by expanding county community schools in Alameda County and working tirelessly and successfully to prevent the enactment of legislation proposed by the Department of Finance to eliminate county community schools. In 1988-1992, Claudette represented Alameda County, JCCASAC and the California's county superintendents before the legislature speaking in support of county community schools and quality educational services for youth on probation.

Likewise, in 1993-96, Claudette collaborated with her colleagues from Riverside, San Bernardino, and Los Angeles County





Offices of Education to promote adequate and equitable funding for county-operated pregnant minor programs. The collective efforts of Claudette and her colleagues resulted in the passage of Cal-SAFE legislation which enabled county offices throughout California to establish and provide educational and child development services for pregnant and parenting teens. Similarly, during this same period, Claudette spearheaded with Ken Taylor of Kern County, Mick Founts with San Joaquin County, Dolores Redwine of San Diego County, and Dennis Ivey of Mendocino County, legislation that established county community day schools to serve expelled students. Many of the educational services and programs that exist at the county office level today were a result of the concentrated leadership efforts of Claudette and the JCCASAC Executive Board that she led as President in 1995-96 and served on for ten years, 1986-1996.

Anyone who knows Claudette understands that she is committed and driven by her personal philosophy of not complaining about institutional injustice, but by making a difference and doing something about it. Her efforts have not gone unnoticed. She has received multiple awards and recognition for her work on behalf of troubled youth. Specifically, she has been awarded the Alameda County Bar Association "Liberty Bell Award," ACOE "Administrator of the Year," City of Hayward Public School Observance Committee "Administrator of the Year, San Diego Chapter of Phi Delta Kappa "Outstanding Black Educator," and CCSESA-Student Programs and Services Steering Committee "STAR" Award.

It's a pleasure to honor Claudette as the 2012 Peshkoff Award recipient.



## WANTED Innovative Programs

This is an opportunity for you to tell others about the successes or innovative programs you, your students, staff and programs have had in your schools, districts, and counties.

Submit articles to ...

**John Rice**, Editor *JCCASAC Journal*

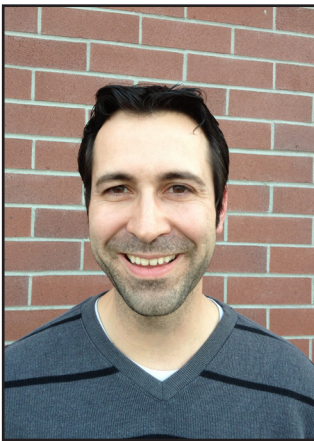
Phone: (831) 466-5724 FAX: (831) 466-5730

e-mail: [jrice@santacruz.k12.ca.us](mailto:jrice@santacruz.k12.ca.us)

What you  
leave behind  
is not what  
is engraved in  
stone monumnets, but  
what is woven  
into the lives of others.

--Pericles--

# Congratulations to the 2nd JCCASAC Teacher of the Year



**Darrell Wildt**  
San Joaquin County

Darrell Wildt is a social studies teacher, curriculum writing mentor, and musician. Over the last eight years he has continuously sought to advance his content knowl-

edge and teaching methods in order to improve student learning. As a curriculum writing mentor he has created lessons and units for teachers within his program and has modeled successful teaching strategies, provided teaching resources, and has presented innovative ideas for how to integrate CTE standards and academic standards. As a musician, he has been involved in various projects as a singer and songwriter, but most notably for his involvement in the Stockton, California based band Garden Gnomes. He co-produced the band's two albums—Clandestine Gnome (2007) and Existential Garden (2010). In 2011, Darrell helped organize an after school music mentoring program, for students that have an interest in music and all fields related with the performance and production of music.

Through his education and work experience, he has learned to consider the many ways that people vary, such as their opinions and purposes, but he has also found it critical to be tactful, sincere, and candidly honest—at times—in order to develop genuine relationships. All of this he transfers to his teaching artistry. He personally

understands why many at-risk students question the importance and relevance of a formal education, especially since he walked that path himself—being a student that was not expected to be a college graduate. He also understands the importance of providing vocational education—the essential language and science skills related to professional success. More importantly, he strives to provide all students with a diverse learning experience that reveals how they can improve their social and professional opportunities by understanding the relevance of their learning—both academic and vocational—and how it applies to both their local community and the global economy.

Overall, Darrell values all of his students as humans first, which means none of them are perfect, but each is unique and has inner greatness that is waiting to be revealed. He applies this view to himself as well, by not only accepting his own imperfections, but by also seeking opportunities of personal and professional improvement—such as taking VPSS certification in Algebra, participating in the Great Valley Writing Project, helping with the alignment of CTE standards to California academic standards (with California Department of Education), and his work on CTE integrated “a-g” approved course writing (with the University of California - Office of the President). His work history has also taught him the benefits of great customer service skills—which he seamlessly applies to his classroom. His students are his customers who want to be well-adjusted, confident, successful, and productive people in the future, and this he strives to help them discover and develop each day.



# Congratulations to the **Nominees for JCCASAC** Teacher of the Year



**Jaymie Baiza**  
 Riverside County

Ms. Baiza is an extremely hard-working and dedicated teacher. Her door is always open to students and she consistently creates a positive and welcoming environment for them.

---Administrator

Mrs. Baiza is caring and if she knows you are having a bad day she will try to help you out. She doesn't expect anything in return and she really is a woman of kindness.

---Student



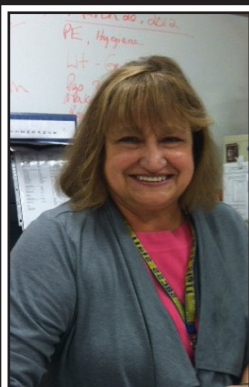
**Francie Barrett**  
 Ventura County

Francie shows tremendous dedication and unwavering commitment to her students and her profession. She treats each youth with respect. She is a dynamic and effective classroom teacher who insists that all students will succeed.

---Administrators

Ms. Barrett was not required to help me on Saturdays, but she did, and now I am graduating. Her classes are fun, interactive, and educating. She is a caring, dedicated, and positive educator.

---Student



**Bobbi Caldwell**  
 San Bernardino County

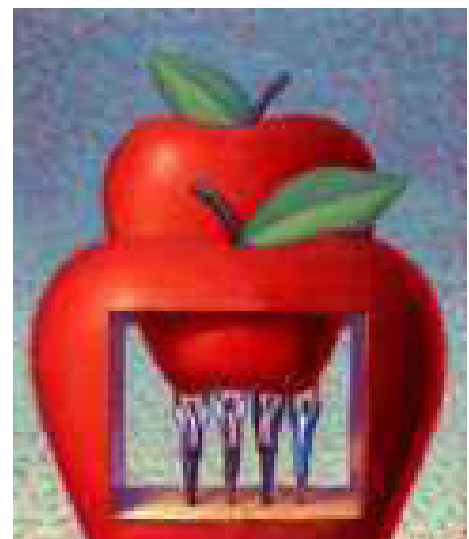
Bobbi Caldwell has the respect and admiration of her students. They seek her out for her guidance, support, loyalty and instruction that transcends the normal academic expectations. She is their teacher, parent, counselor and friend, all rolled up into one extraordinary person. Bobbi Caldwell is one of our everyday heroes.

---Administrator

Mrs. Caldwell stays late to grade work, tutor, and talk to you. She teaches her students to be positive and successful. I actually enjoy school now and believe I can make it far in life with my education. Education is a priority for me. I am one of Mrs. Caldwell's scholars.

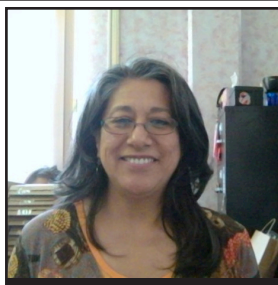
---Student

EXCELLENCE





## Celebrating JCCASAC Nominees for Teacher of the Year



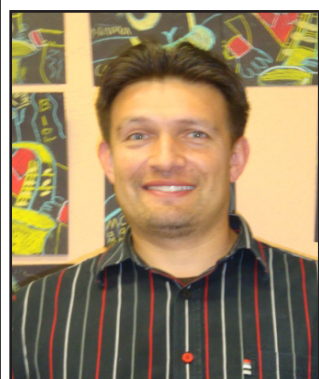
**Beatrice Echaveste**  
Los Angeles County

Ms. Echaveste is earnest, resourceful, and student focused. She is highly respected by peers, staff, students, and parents. She believes that all students can and will learn, and teachers have a responsibility to redirect, encourage, and help students believe in themselves.

---Administrator

Ms. Echaveste inspires students to think outside the box. She motivates her students to dream big.

---Student



**William Hyres**  
Contra Costa County

Will has created a "family feel" in his classroom. He develops relationships with the students and interacts with their families. He is a talented educator, who empowers and engages students through the use of technology in their learning activities.

---Administrator

Mr. Hyres comes to work everyday ready to impact the lives of his students in a positive manner. His dedication fuels my motivation to keep going when situations aren't easy. Mr. Hyres is at the top of my "Best Teachers" list.

---Student



**Jose Garcias**  
Imperial County

Mr. Garcia took the lead in implementing IPODS and IPADS, as well as a character building program, "Positive Action," into his classes. Under his guidance, students are always to be found engaged and focused on the task at hand. Mr. Garcia is enthusiastic about learning and the climate of his classroom is one of respect and caring.

--Administrator

Mr. Garcia's goal is to have every student succeed. Mr. Garcia is a highly respected teacher who has had a great influence on us students.

---Student



**Jeanne Milnes**  
Santa Cruz County

Jeanne motivates students with sincere encouragement and creative assignments, and has a phenomenal rapport with students. Jeanne is a tremendous role model, who volunteers at a homeless shelter. She leads by example and inspires all around her to greater accomplishments.

---Administrator

Jeanne's instructional feedback shows that she has an understanding of my skills, and has individualized my work accordingly, so that I'm motivated to do my best.

---Student



## Celebrating JCCASAC Nominees for Teacher of the Year



**Mary Ruch**  
Kings County

The atmosphere in Ms. Ruch's classroom is always upbeat and positive. She encourages her students to succeed in school and in life. Even though the students may be facing many years of incarceration, they strive to complete their graduation requirements and continue to dream about their futures.

---Administrator

Mrs. Ruch maintains high expectations for all of her students. She likes to remind us that we are all smart kids. She makes us feel motivated and take pride in our work.

---Student



**Peter Totoonchie**  
Nevada County

In Peter's classroom, students are consistently engaged and excited about their studies. He encourages them, and listens to them, and when asked, offers sound advice. He encourages students to lead a clean and sober lifestyle, and presents a positive role model for all.

---Administrator

Peter is the most influential teacher I've ever had. He is patient with all of his students-even the hard to handle ones. He takes time to make sure students really understand the lesson, and gives them the one on one attention they need.

---Student



**Caroline Wilson**  
Napa County

Caroline has created a culture of respect and dignity in her classroom. Behavioral issues in her classroom are practically non existent. She has a way of making each student feel they are treasured.

---Administrator

Ms. Wilson talks to everyone of us and understands that we have all come from different, difficult environments, and that we all have issues going on at home. She goes beyond the typical expectations of a classroom teacher and makes us all want to strive for success.

---Student



# El Joven Noble in Stanislaus Court and Community Schools

By Michael Glauner  
Stanislaus County Office of Education

Stanislaus County Office of Education and El Concilio Community Center have partnered together for the third consecutive year to bring El Joven Noble, an innovative and charismatic energy to the classrooms at P.A.C.E and Stanislaus Community School inside of Juvenile Hall for the 2011-2012 school year.

“El Joven Noble is a comprehensive indigenous based, youth leadership development program that supports and guides young men through their manhood “rites of passage” process while focusing on the prevention of substance abuse, teen pregnancy, relationship violence, gang violence and school failure.” (Tello) Since 2009 over 450 students in Stanislaus COE schools have completed their program.

Their creative and thought provoking classroom sessions thrive on student lead discussions and practical classroom management tools.

Inside the classrooms, students are taking part in individual research projects where they are discovering the art of asking questions that will give them the best results for their research. This approach is also used for student led weekly debates. Students are divided into teams where they begin doing research for their upcoming debate which can range from topics covering school dress codes to capital punishment. They learn how to properly put together an argument and anticipate counter points being made by the other team. To keep all of these projects flowing, the El Joven Noble program implemented a classroom management tool where students can earn and be fined points tracked in the form of money. The students get “paid” for showing up to class on time, doing their assignments, and following class and school rules. At the end of each month, the top three students who have earned the most money get a gift card to the store of their choice. Working to bring life to the

school campus while making the classroom environment engaging is a focused goal of this program. This year, the El Joven Noble team has conducted college enrollment workshops, begun peer counseling sessions where students have the opportunity to share their wisdom with incoming and current students, facilitated

teen parenting support groups, and organized field trips to the San Francisco Planetarium and Alcatraz Island for the students at P.A.C.E.

## References

Jerry Tello. (2012). Curriculums. In Jerry Tello. Retrieved March 21, 2012, from <http://www.jerrytello.com/curriculums.html>.

## About the Author

Michael Glauner has worked with at risk teens and their families for the past seven years in many different capacities ranging from Parent Educator to Youth Pastor. He currently works at El Concilio as a Case Manager where he has worked the last four years.



# Moving in the Right Direction: Integrating Career Technical Education with “a-g” Subject Areas

By Gabriel Perez  
San Joaquin County Office of Education

## Abstract

This paper discusses challenges current education models face, the importance of finding alternatives that will enable students to reach multiple pathways to success and the one.® Program’s involvement with the University of California Curriculum Integration (UCCI) Institute to integrate Career Technical Education with “a-g.”

When challenges arise, individuals, organizations and nations are forced to be innovative, reflective and open to working with others in order to find solutions, improve practices and move forward. Whether it’s the economy, other emerging nations, or the demands from 21st century careers, it is clear that maintaining the status quo in our educational system would be a sentence to mediocrity and eventual pathway to extinction. This realization, recognized by nearly every stakeholder, has forced us to rethink methodologies and find ways to reformulate educational delivery systems. Alternative education, charter schools, Linked Learning schools, and the University of California Curriculum Integration (UCCI) Institute are providing some promise by moving to bridge the academic-occupational divide.

The idea that the current model for education is ineffective is nothing new for those working in alternative education. By definition, students enrolled in Alternative education programs were not successful in comprehensive high school settings. In the past, many of these students were written off in the past as lacking initiative or being the embodiment of self-fulfilling prophecies. It is becoming even more clear that schools must play the lead role in finding ways to inspire and prepare all students to reach their full potential and to be contributing members of society.

Variety, high expectations and work preparedness are key to student engagement.

The one.® Program has been paying close attention and doing its part to connect with students. In addition to providing students with community day schools and charter schools with a variety of focus sites that include, but are not limited to, visual performing arts, law enforcement, sports medicine, business leadership, and construction skills, the one.® Program works closely with Regional Occupational Programs (ROP) to ensure students can connect what they are learning in class with real world applications.

To further strengthen this connection, a one.® Program team

of two teachers and one administrator participated in a University of California Curriculum Integration (UCCI) institute that brought together academic and career technical high school teachers, administrators, and experts from across California. The retreat, held in November of 2010, was dedicated to designing innovative model courses that would integrate Career Technical Education (CTE) and “a-g” curriculum for use statewide. The one.® team, along with seven other members, was instrumental in developing a course that integrated a Public Service CTE course with an American government “a-g” course. In addition to demonstrating academic knowledge in American government, students would now also need to demonstrate

Variety, high expectations and work preparedness are key to student engagement.





technical and occupational knowledge for careers in the field of Public Service. Having a University of California (UC) approved integrated course would also allow students to earn credits in an area that fulfilled UC subject requirements for

incoming freshman. The UC requires incoming freshman to have completed a minimum of 15 yearlong UC approved high school courses with a grade of “C” or better in a variety of subject areas identified as “a-g” courses. Unfortunately, a student currently taking and earning credit in an ROP course that addresses Career Technical Education standards is unlikely to satisfy any subject area in the “a-g” subject requirement.

Though the American government and Public Service integrated course is currently under review, the experience and training provided the one.® Program with a model with which to work more closely with Career and Technical Education. The process also demonstrated what it takes to integrate CTE and “a-g” courses and has placed the one.® Program a step closer to ensuring that all of their students are provided with rigorous and relevant University of California approved curriculum. The collaboration was demonstrative of the University of California’s commitment to multiple pathways and served as an indication that we’re moving in the right direction.

### **The following is a sample course description and unit plan.**

**COURSE TITLE:** Journey for Justice in America  
1-year course – 1 period per day  
Seeking “a” – Social Science approval

#### **Course Description:**

Journey for Justice in America is a course designed to provide students with the necessary skills and content knowledge in American Government to pursue a career in the government services and legal sectors, as well as become informed, active citizens in their respective communities. Students will understand the principles on which the United States was founded, the structure of government at the federal, state and

local levels, the individual and civil liberties needed to maintain a democratic society, and the way in which order is maintained through law enforcement and the judiciary.

#### **Course Purpose:**

The purpose of this course is to engage students in the challenges that groups face when creating, maintaining and enforcing a government created by and for the people while providing students with a forum to affect change, while exposing them to the numerous career opportunities in the government, legal, and protective services sectors. One important goal of the course is to ensure that students find avenues in which they can be active members of a civil society and understand the role that citizens play in maintaining a constitutional republic. Students should understand that power is derived from the people and the legitimacy of law enforcement, the courts, and political leaders is dependent upon public trust in the institutions that govern.

#### **Instructional Methods:**

A wide variety of instructional methods may be used with this course. Some of the most pertinent strategies are class simulations and role playing, lecture, Socratic seminars/discussion, project-based learning (PBL), student presentations, writing assignments, reading assignments, content specific videos, class debates, participation in civic activities and elections, reciprocal teaching, think/pair/share, PowerPoint presentations, and Internet research. During specific segments of instruction, the instructor is encouraged to invite guest speakers in order to supplement and/or teach and reinforce the material being covered. A “Career Panel” should be considered to give students a broader understanding of the different law enforcement opportunities that exist. This panel may include representatives from local police, sheriff, probation, corrections, parole, and any federal law enforcement agency. This panel would serve to give students an opportunity to blend their subject matter into the formation of relevant and authentic questions that they derive from this course, and provide them with information about the reality of “life in the field”.

#### **Supplemental Materials:**

- Pertinent government documents, such as the Constitution, the Bill of Rights, Articles of the Confederation, etc.



- Excerpts from Code of Hammurabi, Magna Carta, Montesquieu's Spirit of the Laws, and Locke's Second Treatise on Government
- Excerpts from penal codes, such as: the State of California, Plymouth Colony, and Salic codes
- Excerpts from Rousseau's The Social Contract and Hobbes' Leviathan
- Landmark Supreme Court Cases, such as: Mapp v. Ohio, New Jersey v. TLO, Miranda v. Arizona, Gideon v. Wainwright, Hernandez v. Texas, Roper v. Simmons
- Stories from high profile media cases, such as: Rodney King, O.J. Simpson, etc...
- Legal brief – Marbury v. Madison
- Textbook, publications, and internet resources for additional information on related topics and events as needed.

### **Unit I. We the Students: Creating Our Government**

In this unit, students will create a class government and system of justice that is based upon the principles and structure of the United States Government. To ensure an understanding of how governments are created and organized, students will discuss and analyze founding documents and differing systems of government. They will also establish rules and consequences, discuss how those rules are interpreted and how they will be enforced. Students will establish a penal code and evaluate theories of justice that they will apply to their classroom government. Students will then compare and contrast their classroom rights with those found in the Bill of Rights.

#### **I. Understanding Government**

- A. Use cognitive, critical thinking to analyze and evaluate proposals that represent solutions to problems of self-governance in a classroom community in order to understand the fundamental principles, purpose, and values of American democracy.
- B. Consider how other forms of government (authoritarianism, monarchy, parliamentary) would differ in respect to criminal justice.
- C. Explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
- D. Analyze the influence of ancient Greek, Roman, English, and leading European political think-

ers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.

E. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights.

i. Discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self evident truths."

F. Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.

#### **II. Branches of Government**

A. Describe the systems of separated and shared powers, the role of organized interests, checks and balances, the importance of an independent judiciary, enumerated powers, rule of law, federalism, and civilian control of the military.



B. Maintain a constant awareness of potential problems in a classroom community while identifying the need for the roles and responsibilities of the three branches of government, the need for checks and balances, and the need for a process to amend the constitution.

C. Promote common objectives of problem-solving and protecting classroom values by creating a "penal code" for the class.

D. Initiate and develop a system of procedures for enforcing laws.

E. Devise a system of corrections that furthers the purposes and values of the classroom community.

#### **III. Bill of Rights**

A. Understand the purpose and meaning of constitutional rights and civic responsibilities.

B. Understand individual protections by creating a classroom Bill of Rights.

C. Understand that the Bill of Rights limits the powers of the federal government and state governments.

D. Discuss the meaning and importance of the Bill of Rights in reference to how individual rights are

guaranteed by it.

E. Discuss an individual's legal obligations to obey the law, serve as a juror, and pay taxes.

F. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

#### IV. The Constitution

A. Demonstrate effective leadership and team-building skills by holding a convention to adopt and ratify a classroom constitution.

B. Formulate a process for amending the classroom constitution and explain the process through which the U.S. Constitution can be amended.

C. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators, election to office, the roles of the House and Senate in impeachment proceedings, the role of the vice president, the enumerated legislative powers and the process by which a bill becomes a law.

D. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office and the enumerated executive powers.

E. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.

### Unit I Key Activities / Assignments:

**Class Constitution and Judicial System:** The overarching assignment for this unit will be the creation of a classroom government with a written constitution and penal code. Students will understand the foundations and influences of a constitutional republic and work together to determine the principles and rules that they would like to see developed in their classroom. Students will take an in-depth look at the United States Constitution and model their classroom constitution on this. They will also examine past and current penal codes as they create their own system of justice. Students will first create a preamble; this will happen once they have determined their goals and purpose. Students will then organize themselves into branches of government and provide roles and

responsibilities of each branch within the class. Students will then discuss ways to amend their constitution and will include their amendment process in the Articles of the Constitution. The final phase will be the creation of a class Bill of Rights. In addition to the creation of a constitution, students will create an initial set of laws and establish a penal code. They will need to determine the punishments for each violation and work with the teacher and administration to carry out a restorative system of justice. In order to complete the Unit project, students will engage in the following assignments:

**Understanding Government:** As an introductory activity, students will start to analyze concepts associated with the creation of systems of government. Students will use a Socratic seminar format to respond to the following: What are your goals and desired outcomes for this class? What obstacles stand in your way? Why do we have rules/norms? This discussion will require students to think about the process of forming a government and apply those ideas to the creation of their own classroom government.



**Founding Documents Jigsaw:** Students will evaluate and analyze historical documents relating to several systems of government in order to prepare for the creation of their class constitution. (Excerpts of the following documents will be included: Code of Hammurabi, Magna Carta, Montesquieu's Spirit of the Laws, and Locke's Second Treatise on Government.) In groups, students will focus on one document; each student will become an "expert" on that document. Students will then be placed in groups with "experts" on different documents in each group. Each student will share information while taking notes on all documents. This is another opportunity for students to gain ideas about government prior to creating their own class government.

**Autocracy v. Democracy (Direct and Representative Government):** Students identify examples of each type of rule and differentiate between a direct and

representative government. Students will also evaluate the benefits and problems associated with each type of government. This will provide students with the opportunity to incorporate elements of direct and representative government in their class constitution, as well as discuss areas where it could be advantageous to have a single person make decision.

**Weaknesses of the Articles of Confederation:** Students will read sections of the Articles of Confederation and through lecture and discussion understand the flaws in the first system of government created in the United States. They will specifically focus on the weak executive and the inability for the federal government to collect taxes, raise an army, settle disputes, and enforce laws.

**Separation of Powers/Checks and Balances:** Students will review charts and graphic organizers to answer questions that identify the different powers that each branch possesses, as well as the checks and balances each branch can exercise on one another.

**Legal Brief Activity:** Students will complete a legal brief of *Marbury v. Madison* and evaluate the significance of the case as it applies to judicial review. This activity is designed to provide students with an understanding of where the Supreme Court derived its' power of judicial review and provide a greater understanding of the role of the judiciary.

**The Bill of Rights Assignment:** The Bill of Rights guarantees citizens certain rights. Students will write a one-page report discussing the reciprocity between those guaranteed rights and the accompanying responsibilities.

**Compare, Contrast, and Create Penal Codes:** Students will compare the Plymouth Colony Penal Code and Salic Codes with current State of California Penal Codes. Students will use these examples to create their classroom Penal Codes. This activity is included in this portion of the unit because students will have an understanding of the role of the legislative branch in creating laws, as well as the executive's ability to enforce laws.



**Theories of Justice Project:** (Deterrent, Incapacitation, Incarceration, Rehabilitation, Retributive, and Restorative) This project is designed to help students build their classroom constitution and set of rules. In groups, students will research and create a visual presentation on one theory of justice and present to the other groups. Students will be required to take notes on the presentations presented by the other groups.

**Role of Law Enforcement Research Assignment:** Students will research the role of law enforcement in society and present their findings to the class. They will then discuss the role of law enforcement in their classroom constitution.

**Ratifying Convention:** Students will hold a convention in order to debate the merits of their own Constitution and ensure a successful ratification of said Constitution. Each student will have a role in the development and implementation of the convention.

**Unit I Writing Assignments:**

**ESTABLISHING A CLASS GOVERNMENT:** Once students are familiar with the different systems of government, they will address the following questions in a Socratic seminar/discussion: Who decides what the rules will be? Who determines the punishments? Who decides what the rules mean? Who decides what is fair? Who enacts and enforces the rules? At the end of the seminar, students will need to process the ideas that were discussed through a one-page reflection that both summarizes the various responses to the questions and evaluates the group position.



**SOCIAL CONTRACT THEORY:** Students explore philosophies of human nature and evaluate to what extent humans are selfish. Students will read excerpts from Rousseau's *The Social Contract* and Hobbes' *Leviathan*. Students will respond to the lecture and reading with a one-page reflection in which they take a stand and defend their position on the two theories. This will provide students with a historical understanding of political philosophies that influenced the style of governments in Europe.

**CLASS BILL OF RIGHTS PREPARATION:** Students will participate in a Socratic seminar that will address the following questions in order to prepare for their creation of a class Bill of Rights: What rights should we have? What do we do if we have a conflict between the decision makers? What if a decision maker violates our rights? What if our rights conflict with the rights of others? Once completed, students will write a two-page reflection on the rights that their class should have or not have.

**BRANCHES OF GOVERNMENT – Articles I, II, and III of the Constitution:** These three articles establish the branches of government; students will understand the requirements of each branch, as well as the powers of each branch by writing a one-page summary of each article.

**THEORIES OF JUSTICE:** Students will write a two to three page essay, in which they evaluate the theories of justice and determine which theory they believe to be the most effective. Students will need to address both the positive and negative effects of each type of theory. The essay should be properly formatted.

**THE AMENDMENT PROCESS:** Students will explain, in a two-page report, the process through which the U.S. Constitution can be amended.

## References

ConnectEd, The California Center for College and Career. (2011).

<http://www.connectedcalifornia.org/index.php>

University of California Curriculum Integration. (2011). <http://www.ucop.edu/ucci/>

## About the Author

Gabriel Perez is a Director I for the one.® Program, an alternative education program operated by County Operated Schools and Programs in San Joaquin County. Correspondence concerning this article should be addressed to:

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# Learn Today, Lead Tomorrow

By Michael Lau  
Stanislaus County Office of Education

The challenge of creating a positive learning environment in Juvenile Hall is daunting. Picture a classroom 40 feet by 90 feet with students clearly divided by gang affiliation, prejudice and anger. The walls are a drab, institutionalized brown color, typical of the type of bricks commonly used in construction. The carpets are vacuumed daily but have not been deep-cleaned in ages. In the midst of this, teachers are asked to create a positive learning environment where students can be engaged and challenged. Think of this article as a recipe where the ingredients work regardless of how many you select. It is presented as a series of “can do” ideas that will dramatically change any juvenile detention unit. It changed ours and it will change yours.

## Collegial Partnerships

The foundation for all good learning begins with the strength of the staff. Every day is an opportunity to build teamwork and camaraderie between COE and probation staff. It doesn't take much. We share chocolate; we buy lunch once a week; and we provide gourmet coffee. These small gestures promote communication and camaraderie among the staff and create an atmosphere of teamwork.

## Creating Student Buy-in

If you are in an alternative education setting it does not take a long to notice the negativity that surrounds some students. To affect this we created was a Student of the Month award. This student wore a Student of the Month shirt and was treated as someone special. When he left the Hall he received a free pen and calculator as a reminder of his award. The impact was dramatic. Although this student was already working hard, we discovered that after receiving his award that his academic output dynamically increased. In some cases he not only earned his GED but also a High School Diploma. Students began asking what

they could do to become the student of the month. Friendly competitions emerged about who was going to be next.

We next formed a “Circle of Honor” group of students to expand the concept of student awards. Out of this group we now select our Student of the Month. The criteria for our Circle of Honor group and Student of the Month are:

- Must be in the Unit a minimum of 2 weeks
- Must show academic
- Consistency
- Progress towards Credits or GED
- Scholarly interest
- Must show positive behavior and attitude
- Must be willing to be a helper and a tutor

## Reading is Knowledge

All educators recognize the importance of reading. Our Test of Basic Adult Education (TABE) clearly shows a pattern of low test scores in reading (1.8 to 3.2 grade level). One of the things we share with our students is that learning is an ongoing process even when school is over. It is something that impacts them for the rest of their lives. To reinforce this thought, Reading is Knowledge was started as an



Our students will tell you, and our records will confirm, that they have been earning twice as many credits once they enter this Unit. What is the difference? There is a strong emphasis on Learning and Leading. “Learn Today, Lead Tomorrow.” It is a challenge that is undertaken daily by each staff member and we hope a challenge that you to will accept.

after-hours reading concept that encourages students to read during their spare time. Our books are lexiled and are arranged by genres. Students are guided to increasingly more difficult reading material based on the lexile score of the books they are currently reading. We assess students and hold them accountable by using a “26 ways of doing a book report” concept. This book report idea is clearly different than any other “report” in that it includes the Multiple Intelligences in the guise of a book report. Students select any 5 out of the 26 ways to do their report. As these reports are turned in, they go through an editing sequence that ends up as a finalized document. The entire program is run in the evenings by our Juvenile Hall staff. Through the use of this program, students have grown from a TABE grade level of 1.8 to as much as 9.2 within a three month time span.

### **Choosing Civility**

Part of Learning and Leading is teaching our students a set of core values that they can take with them regardless of the society or culture in which they live. We are using “Choosing Civility” by P.M. Forni. The program’s 25 rules have been rewritten to reflect the realities of a student’s life on the street. After a series of writing or drawing concepts on each value the student does an oral presentation. Each presentation is adjusted to meet the academic level of each student and can be as short as 1 paragraph or as long as 2 pages. The student presentations have all been thoughtful and well received.

### **Subject Concentration**

You are likely asking yourself the same question all teachers in Alternative Education and Court Schools ask. It is an extremely important question. Here it is. “YES, BUT?” Yes but, how do you do

whole class instruction? One of the things that has worked really well for us is a subject area concentration group. Every day we have 4 to 6 students in the center of our huge classroom. This group focuses on 1 specific subject area. They may be in our group for one or two periods or we could rotate the group every 20 minutes depending on strategy and learning needs. By using this method we can have instructional time with every student in our class.

### **Results**

The second question teachers might be asking is what are the evidences of authentic learning? Our students are producing typical pencil and paper worksheets. But they are also producing biographical trading cards, PowerPoint presentations, art portfolios, typed, published essays and oral presentations. Our students have come up with a welcome brochure for all new students entering the unit. There are noticeably more GED graduates in this Unit. According to Mr. Rabbe, Senior Probation Correctional Officer, our Unit has had a 66.7% drop in violence after implementation of this program. He also notices rival gang members sitting together and a different camaraderie in the Unit. What makes this Juvenile Hall Unit different? If you were to visit, you would see a banner that states, “Learn Today, Lead Tomorrow.” Every morning we begin with this thought. It is a challenge that is presented to every student every day. Our students will tell you, and our records will confirm, that they have been earning twice as many credits once they enter this Unit. What is the difference? There is a strong emphasis on Learning and Leading. “Learn Today, Lead Tomorrow.” It is a challenge that is undertaken daily by each staff member and we hope a challenge that you to will accept.

# Teachers Empowered as Curriculum Leaders

By Stephanie Omste, Jason Edwards, and Darrell Wildt  
San Joaquin County Office of Education



*This year, the program-wide curriculum touches on some very high-level concepts and subject matter. Unfortunately, many of my students come into our program with the belief that they are incapable of achieving success with higher-level academic content. But with proper support, motivation, and scaffolding,*

*my students have come to realize that they can learn and discuss ideas that are often explored in college classes, and it is exciting – both for them and for me. My students are genuinely proud of what they are achieving with this curriculum.*

–Andrew Schumacher

To successfully educate Juvenile, Court and Community School (JCCS) students requires more than dedicated teachers. It requires organizational respect for teacher passion. Since its inception, San Joaquin County Office of Education's one. Program has had a history of honoring the expertise of teachers by encouraging them to write curriculum not only for their own classrooms, but also for the classrooms of their peers. Each year, teachers are encouraged to apply for an additional assignment as "curriculum writer." A staff of between 4-8 teachers is hired to write Integrated Thematic Units that have a yearlong theme with four quarterly units that address selected standards in multiple content areas.

This collaborative process has allowed teachers the opportunity to grow as educational leaders

while improving their classroom practice. The curriculum evolves overtime, enabling teachers to maintain relevance while increasing academic rigor, fostering a culture of high-expectation for staff and students, and maintaining a sense of ownership for what staff is teaching and what students are learning.

In 2008-2009, the one. Program took a team of seventeen educators to The International Center for Leadership Education's "Rigor, Relevance and Relationships" conference. As a result of this training the staff committed to developing curriculum that aligned with the "Gold Seal Lesson" model that encourages instruction that includes "Quadrant D Lessons." Quadrant D lessons require students to assimilate information by creating unique work that is cross disciplinary and can be applied to "real world" and "unpredictable situations."



*"After teaching the curriculum, I was inspired to make a difference in the same way that I was asking students to make a difference. So, because of this I decided to run for a seat in the California Assembly."*

–Fomrer one.Program Teacher

To date, the curriculum team has created rigorous and relevant lessons that include: CA content standards, embedded ELD strategies/standards, project based instruction, CTE standards, assessments, performance tasks, and technology based presentations. The curriculum writing team is especially proud of the 2011-2012 curriculum. The year-long theme, "Roots of the Modern World" includes the units: The Renaissance and the Scientific Revolution; The Enlightenment and the Social Contract; Nations, Industry, and Social Movements; and Catalysts of Change to the Modern World. Teachers are provided with training, which includes the entire curriculum. Materials are modifiable to fit teacher and student needs.



This curriculum has been the foundation for incredible instruction and learning for both staff and students. Pedro Rios, a former instructor explains, “After teaching the curriculum, I was inspired to make a difference in the same way that I was asking students to make a difference. So, because of this I decided to run for a seat in the California Assembly.” Steven VanZant, a current student in the program expressed,

“What we’re learning really connects things to the world today, and it fills in things that I didn’t learn or see before. It makes more sense, how debates between philosophy and theology gradually inspired free thinking and scientific research, that then led to the development of new technologies and political ideas—which is still happening today.”

Since the curriculum writing team teaches in the same alternative education setting that it will be used, they are able to construct lesson plans that are both rigorous and relevant for their students. Moving the professional development to an in-house model has allowed the curriculum team to be responsive to the needs of the population being served. The district-wide implementation of the curriculum has created a sense of collaboration amongst many teachers in the program. Teachers can be heard discussing the impact of the curriculum in their classrooms at weekly staff trainings. Furthermore, having a consistent curriculum across school site settings allows a transient student population to maintain instructional focus throughout the year.

One of the most powerful implications of the curriculum writing process has been the opportunity to reflect upon good teaching practices throughout the program. The curriculum writing team meets throughout the school year to discuss the development of the units and to brainstorm both strategies and content related to the theme. The ideas shared during these meetings spill over into the quarterly unit trainings provided by the team. The process itself encourages open and authentic discussion of what works and what can be improved in the alternative education setting. Overall, the curriculum strives to layer sound peda-

gogical principles while honoring human passion and inspiration that both encourages and empowers students to be active and innovative thinkers. Intentional scaffolding has raised the level of expectations for students, while providing an opportunity for both teachers and students to nurture their problem solving and leadership abilities.

“We really want students to understand that certain ideas, concepts, and skills are transcendent and timeless—and when we allow ourselves to apply such things we can better understand and manage our current lives, as well as open up new productive and beneficial possibilities for our personal lives, our communities, and our overall society. In short, by studying humanity as a whole, it may help us understand what is needed for us to be better humans.”  
-Darrell Wildt

“What we’re learning really connects things to the world today, and it fills in things that I didn’t learn or see before. It makes more sense, how debates between philosophy and theology gradually inspired free thinking and scientific research, that then led to the development of new technologies and political ideas—which is still happening today.”

--one.Program student

### For Further Reading

Rigor Relevance Framework. (n.d.). International Center for Leadership in Education. Retrieved February 29, 2012, from <http://leadered.com/rrr.html>

### About the Authors:

Stephanie Omste began working for SJCOE in 1999. She has been a teacher, curriculum writer/mentor, professional development leader and is currently a Curriculum Coordinator. She was the 2011 JCCSAC’s Teacher of the Year.

Jason Edwards has taught for SJCOE since 2001 and has worked in a variety of school settings during that time. He has been a curriculum writer for the district since 2003 and is currently serving as curriculum mentor for the 2012/2013 project.

Darrell Wildt is a teacher at one. Lodi and has taught for the SJCOE since 2004. He is nominated for the JCCSAC’s 2012 Teacher of the Year. He has served as a Curriculum Writer since 2008 and has led as a Mentor since 2009. He has worked with the CDE for CTE integration and alignment.





# 21<sup>st</sup> Century Blended Classrooms

By Angela McNeece  
Imperial County Office of Education



This year, the Imperial County Office of Education Alternative Education Program adopted a self-contained learning environment with each classroom teacher having responsibility for teaching

all four core subject areas at multiple grade levels. For example, during mathematics class, some students may be in Basic Math, Algebra 1 /2, Geometry or even Trigonometry in the same classroom.

Patrice Larson, teacher at Del Rio Community School, is piloting an online education program to fulfill the academic needs of students. The e2020 pilot is an individualized online curriculum that is standards-based and customized to the individual needs of each student. The individualized instruction is provided in a blended environment where students receive instruction via Education 2020 along with direct teacher instruction and support. Each student at Del Rio Community School is provided with a WiFi-enabled Google ChromeBook. Students use the devices to access the e2020 online courses. The Google ChromeBook device was selected due to its low capital cost and low ongoing support costs. Its web-enabled operating system integrates seamlessly to cloud-based models and will provide the capability for select students to extend their learning environment beyond the school hours.

This model permits the teacher to fully engage with students as they take ownership of their learning. Education 2020 also assists the teacher with planning and implementing lessons across the core subject areas for multiple grade levels. Education 2020 has provided a consistent curriculum that allows the teacher to supplement instruction with project-based learning activities that support core materials.

This experiment with a new delivery model is engaging students in the use of 21st century skills as they acquire knowledge and learn the content they are expected to master. Education 2020 is an online curriculum that offers individualized learning via a virtual classroom instructional model that includes embedded assessments. Teachers have immediate access to assessment results and can quickly determine how well students are mastering the material. Courses offer rigorous and engaging content aligned to California content standards. Education 2020 provides a comprehensive list of course offerings with promising potential for engaging learners who are difficult to motivate. Its effectiveness has been evidenced through its use in schools on the cutting edge of incorporating 21st century skills into their learning environment; such as Carpe Diem school in Yuma, AZ.

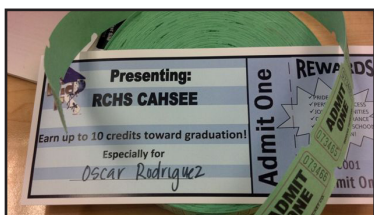
The blended learning environment does not substitute the online courseware and instruction for a classroom teacher. It does, however, free up time for the teacher of record to personalize, re-teach, or extend instruction as best suits the students in his/her classroom, rather than focusing on planning lessons and developing assessments, thereby allowing the teacher to be more effective.

This pilot has provided us with an opportunity to reconfigure the learning spaces to adequately support a 1:1 blended learning model. Through our study of effective classroom environments that support 21st century learning, information from this pilot will be utilized to make decisions regarding expansion of the program.



# RCOE AMP Plan Promotes Attendance-Motivation-Participation for State Testing

By Debra Sacks, Riverside County Office of Education



As educators, we should do all we can to ensure that a student's test scores reflect the sum of that student's learning. Oftentimes, our students' personal experiences dampen their enthusiasm for taking tests. One of the nine instructional strategies that impact student achievement is "reinforcing effort and providing recognition." (Marzano 1998) By reinforcing student effort and providing recognition for practicing and preparing for assessments, we can underscore that students' efforts do make a difference in their levels of achievement. Attention to this strategy has taken hold across Riverside County and stakeholders are prioritizing time and manpower to teach this to students. As a result, an increased number of students have passed the CAHSEE (in the past year) on first attempt and more students have reached scores of 400 plus.

The Riverside County Office of Education (RCOE) staff decided two years ago to look at every possible angle to improve their court, community, and opportunity school AYP and API scores. The stakeholders were not interested in making excuses based on demographics, at-risk student populations, minimal parent involvement, or low reading scores. The stakeholders were motivated to AMP it up!

The RCOE AMP Plan has since become part of the culture, starting with its inclusion in staff devel-

opment and PLC planning time long before testing windows open.

Under "Attendance," the AMP Plan outlines suggestions for improving student attendance during testing season. Staff members also "adopt" students and meet with them regularly before Census CAHSEE testing. Students are given printed personal invitations to meet with their "mentor." Telephone broadcasts are made to all parents and guardians, and announcements are mailed about the importance of parent/guardian support for testing. Coordination of transportation and bus passes is planned so all students are present on testing dates. Staff members volunteer to pick up stu-

dents who need rides. Healthy breakfasts for testing days are announced to encourage on-time attendance.

Under "Motivation," stakeholders assist students in setting personal goals, another one of Marzano's instructional strategies that impact student achievement. "Goal setting establishes a direction for learning, and involving students in the goal-setting process can increase students'



CAHSEE Drawing Winner takes home MP3 Player.

accountability for their own learning." (Marzano, 1998) Incentives also drive the plan for student buy-in, including the reward of tickets for a variety of activities. These tickets are collected over the weeks prior to and during the days of testing for the MP3 player drawing and other gifts after the testing cycle is complete. Tickets may be earned through participation in:

- Peer tutoring
- Class practice/preparation of core content through structured games
- Attendance in after-school tutoring, review of on-line test taking strategies
- Participation in CAHSEE and STAR Chats (one-on-one chats with significant adults on campus regarding the student's commitment to prepare and put effort into their STAR, CMA, CAHSEE tests).
- Assemblies that announce the site AMP Plan activities and celebrations. This includes the CAHSEE 400 Club Program (students who score at 400+ earn a student-designed t-shirt and a certificate from the Superintendent).

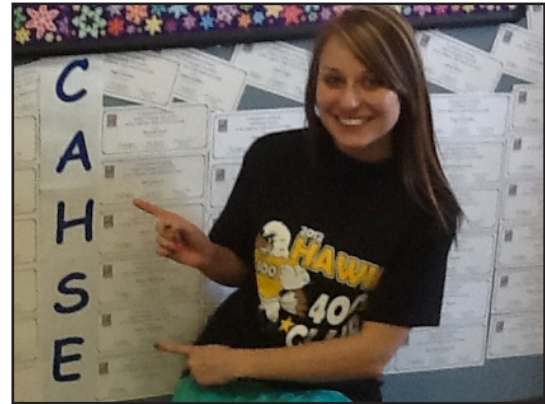
Under "Participation," a planning calendar and planning guide is carefully crafted by staff during PLC meetings to include:

- Adult commitments/all staff on-deck during testing days
- Assembly schedule
- STAR/CAHSEE Chat days for goal planning
- After-school events
- Testing room numbers, examiner-proctor names,

testing times

- Senior activities, room numbers, staff duties during STAR

"The RCOE AMP Plan has provided structure and accountability for stakeholders. The potential for student motivation and achievement is greater," ex-



plained Rick Collins, RCOE Alt Ed Director.

#### References

Marzano, R. J. (1998). A theory-based meta-analysis of research on instruction. Aurora, CO: Mid-continent Research for Education and Learning.

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# School Psychology in the Juvenile Court & Community Schools

By Wendell Callahan  
San Diego County Office of Education

School psychologists in the San Diego County Juvenile Court & Community Schools (JCCS) embrace a variety of unique professional activities with extraordinarily high frequency. Indeed, San Diego County JCCS enrolls over 15,000 students per year in grades K through 12, with over 80% of our students in the high school grades. While our school psychologists are certainly engaged in the typical activities of individual assessments, IEP meetings and behavioral interventions, JCCS practitioners often engage in the application of a broader range of methods from the social sciences. Each individual student referred to the Juvenile Court & Community Schools, whether through expulsion from their home school district, incarceration or custody as a dependent of the court, comes with a unique social history.

JCCS psychologists are challenged to discern the impact of social structural factors such as institutional racism, ineffective prior schooling, extreme mobility, inadequate housing and poverty on student performance. Simultaneously, individual student factors must be considered such as antisocial behavior, mental health and substance abuse while working with teachers and other professionals to maximize the developmental assets of each student in order to accelerate student achievement. In our secondary schools, this may involve consultation with the student, teachers, parents, probation officers, court-appointed advocates and/or social workers to design an educational program for students with academic skill levels ranging from below-grade level (i.e., both in terms of credits completed and proficiency levels) to well above grade level to achieve a passing score on the California High School Exit Examination (CAHSEE), complete the General Education Development Test (GED) to obtain the California High School Equivalency Certificate, or sit for Advanced Placement Examinations.

Collaboration with professionals in the educational setting as well as from the juvenile justice, social service, mental health and community-based

organizations are part of the JCCS psychologist's daily practice. With overlapping multiple systems involved with each JCCS student, this type of interagency negotiation is critical to ensuring a positive outcome for our students. Perhaps the most important collaboration the school psychologist acts to facilitate is the alliance formed with our students' family. With the majority of our students each year being new clients of these multiple agencies, the school psychologist often serves a critical role in assisting the student and parents in navigating the IEP process as well as the complex course of the expulsion and reinstatement process or the transition process from incarceration back to the home community.

Overall, school psychologists within the Juvenile Court & Community Schools engage in a broad range of activities, while they serve a wide age and grade span of students. Each student and family faces their own set of challenges as they negotiate multiple educational, judicial and social systems which are not necessarily structured to ensure positive outcomes. However, school psychologists bring a variety of professional skills to bear as they endeavor to effect positive change on behalf of the students and families they serve.

## About the Author

Dr. Callahan holds a Ph.D. in Clinical Psychology with a specialty in experimental psychopathology from the University of California, San Diego and San Diego State University as well as Master of Science Degree in Counseling and School Psychology from San Diego State University. Dr. Callahan is director of Assessment, Research and Pupil Services for the San Diego County Office of Education Juvenile Court & Community Schools. He is also a California Licensed Educational Psychologist and an adjunct professor of psychology at San Diego State University. Dr. Callahan can be reached at [callahan@sdcoe.net](mailto:callahan@sdcoe.net).

# **The** **CALL FOR PAPERS** **Journal of Juvenile Court, Community and** **Alternative School Administrators of California**



## Criteria:

- Combines both research-based management instructional theory with field practice
- Is written with court school administrators in mind as the audience
- Is written in clear, straight forward prose
- Acronyms are spelled out the first time they are used
- Is result, not proposal, or oriented.

## Format:

- Recognizes other educators' cited work through either bibliography or footnote referencing
- Uses American Psychological Association publication guidelines
- Articles are four to twelve pages, double-spaced, in length
- "Student Success" and "Innovative Program" contributions are one-half of two pages in length
- Includes short biographical sketch of twenty-five words or less about the author
- Displays data, if any, in tables or figures
- May include photos or original student artwork, if appropriate and available.

## Do's:

- Use the active voice (e.g., results showed, the study found, students report)
- Use the third person when possible; some use of first person is acceptable
- If first person is used, relate to reader's experience
- Give credit, use footnotes and reference list
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## Don'ts:

- Use the passive voice excessively (e.g., It was found it's been reported)
- Use 100 words when 20 will do.

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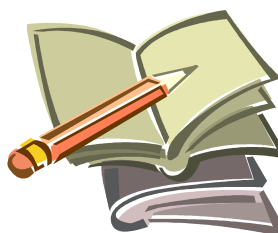
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Telephone Number: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

### **SCHOOL DATA**

Juvenile Court/Community School Attended: \_\_\_\_\_ Date of Graduation: \_\_\_\_\_

Name of Program Administrator: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

School Address: \_\_\_\_\_ City/State/Zip: \_\_\_\_\_

Name of College/Trade School Attending: \_\_\_\_\_

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