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Education is not preparation for life; education is life itself.

-John Dewey

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JCCASAC
Juvenile Court, Community, and Alternative School Administrators of California

CCSESA

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Juvenile Court, Community, and

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Alternative School Administrators of California

Message from the Chair

Deni Baughn

Orange County
Department of Education

I have been proud to serve JCCASAC as Chair for the past year. Every year reaffirms the value of JCCASAC to those administering programs to students in alternative education programs. JCCASAC is never about one person or program, it is a network of dedicated professionals whose culmination of efforts, knowledge, resources and expertise result in quality programs and services to our students.

One of JCCASAC's many accomplishments this year was the updating of the JCCS Administrative 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 (retired) and Jeanne Hughes (Kern COE), the hard working team of Sean Morrill (SDCOE), Janine

Cuaresma (SJCOE), Gary Vincent (MCOE), Sandy Mast (SCCOE), Johnny Rice (SSCOE), and myself (OCDE) – we were able to compile what we hope to be a comprehensive and coordinated Administrative Manual. This will be a living document. It will be updated to reflect legislative changes, best practices, and to address the myriad of topics Administrators need to understand as they perform their duties. An "Administrator Network" has been added to the mini-conference, held annually in October. Next year, we will be helping others to understand and embrace impending budget reform, apply new funding formulas, implement the Common Core and new mandated State testing. If you have questions, JCCASAC continues to be your best resource. Become involved.

Our students face overwhelming challenges that interfere with their ability to be successful in a traditional high school environment. Homelessness, gang involvement, drug addiction, abuse, neglect, chronic truancy,

scarring by years of school failure, and sometimes, just plain apathy, plagues our students. It is the caring people who comprise JCCASAC that change the trajectory and quality of life for so many students who may have otherwise failed. Because of you and your persistent determination to provide a rigorous standards-based curriculum paired with uniquely structured and caring environments, students believe they have a future. Together we help students build hope in themselves, society and their dreams to succeed as independent, self-sufficient, well adjusted adults.

I am proud to have served as your Chair and thank each of you for what you do every day.

Deni Baughn

Message from the Chair-Elect
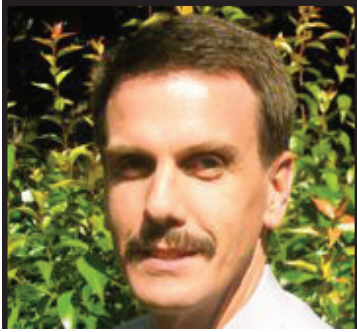
Gary Vincent
Monterey County
Office of Education

It is with heartfelt appreciation that I have been given the opportunity to serve as JCCASAC's Chair-elect for the '12-'13 year. Throughout this year we have seen some real hope as the economy seems to be making a turn: Proposition 30 has passed, nd we see the potential of increased revenue limits and the promise of a brighter tomorrow.

There is an African proverb that says: "Tomorrow belongs to those who prepare for it today." This preparation and promise of a brighter tomorrow is exactly what we as Juvenile Court, Community and Alternative Administrators have been charged to inspire within our students. We must never lose sight of the vision and responsibility we have to "save" lost and broken lives.

With much emphasis on the drop-out rate in California, we in Alternative Programs have the distinction of contributing to the "save rate." Every student who graduates from one of our programs with a high school diploma or GED or who re-engages in the educational system after being expelled from their district, represents one fewer student dropout. We know we have a daunting task of creatively engaging students who enter our programs. These students have many times been unsuccessful in traditional educational settings. Not only do we have to deal with learning and academic deficits, but we must recognize the myriad of other influences at play in our students' lives. Many are suffering from trauma, abuse, addiction, negative peer pressure, low self-esteem, and the influence of gangs.

We, as Administrators, carry the responsibility of being the counter to those negatives. It is vital we exhibit a vision of enthusiasm, positive attitude, hope and encouragement so that these become the dominant influences in our students' daily lives. Through this influence they can begin to embrace that vision as their own leading to that brighter tomorrow.

The longer I am associated with JCCASAC the more I realize the necessity of such an organization. It is inspiring to know there is a strong network of colleagues out there at the ready to lend words of encouragement, share remarkable ideas, and embrace a similar vision and passion for the students we serve and for that brighter tomorrow.

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 training 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

KNOT JUST ANOTHER ROP COURSE

By: Elizabeth BurnhamGrau
Santa Cruz County Office of Education

How one teacher collaborated with the Santa Cruz County Office of Education's (SCCOE) Alternative Education (AE) Department and the Regional Occupational Program (ROP) to give students the hands-on experience they need to sail through anything, be it on the water or in the classroom.

The SCCOE AE/ROP Boat Shop and Sailing course is the first experience with boating for many of the students at Ponderosa High School. For some, it is their first experience even being on or near the water. The Boat Shop and Sailing course gives students the opportunity to access a new world on the water that likely would not have been available to them otherwise. Students in this course study everything from comprehensive water safety, to knot tying, to sailing. Students even learn to craft and refurbish the boats they will use on the water. Not only does the course provide students access to new hands-on skills through an introduction to the world of sailing, it gives them the confidence and ability to face new challenges. Sailing has the ability to get students out of their comfort zones and expand their horizons.

> "Sailing gives students the chance to feel freedom, to drop their egos, their attitudes, problems, and challenges at the dock. They feel free, as if the only thing that matters is the wind."
>
> – Dan McGuire, Boat Shop and Sailing Instructor

The Start

Dan McGuire, Boat Shop and Sailing instructor, says he knew long ago about the benefits of teaching students boat shop, but it wasn't until recently that he was given the support and assistance he needed to start the program. Upon being hired by Santa Cruz County Office of Education, Alternative Education Department, and now in collaboration with ROP, McGuire has the tools and support he needs to make Boat Shop and Sailing a success.

Location & Ecological Connection

Santa Cruz County provides a beautiful and unique backdrop for the students in the Boat Shop and Sailing course. Students have access to a multitude of different ecological settings. They explore several aquatic environments including lakes, reservoirs, and the Pacific Ocean. McGuire's Boat Shop has built small fleets made especially for Pinto Lake, the Santa Cruz Harbor, and now Loch Lomond Reservoir. Being surrounded by such amazing natural resources teaches our students the importance of conservation and preservation. Students feel more connected to the environment and they learn how to empower others to connect with the natural world around them as well.

Second Chances

In an article published in the boating magazine, *Soundings* (February 2013) McGuire said, "Restoring old boats is also about granting second

chances" (62). Struggling with poverty, violence, and drugs, some of McGuire's students might perceive themselves as misfits or social outcasts. He hopes that by learning to fix discarded boats these kids who feel discarded may fix themselves. He notes that is not an easy fix, and that it takes time, and the willingness to try and try again. This is where our students shine the most- through their resilience.

Resilience

Resilience is the ability to recover from or adjust easily to misfortune or change. The resiliency needed by the boats going back into the water after repairs is analogous to our students becoming more resilient to the struggles that they will face in life. Our students learn that they are able, capable, and skilled. They become empowered through the hands-on experiences they gain while in Boat Shop and Sailing with McGuire. One student has chosen to come back and take the class multiple times and has now taken to mentoring new students in the vessel-crafting process.

Application Is Key to Comprehension

Through hands-on experiences in the ROP Boat Shop, students apply mathematic principles such as geometry and measuring skills in a practical manner. The students learn to work together, in small groups, which encourages teamwork and a sense of community. Students work together for a full semester, sanding, shaping, sealing, and learning "tacking." They must learn sailing terminology and basic boating skills prior to their first real sail. The small boats, or prams, seat two students at a time. The students who have mastered this program will be able to set sail in their team of two on the final days of class. They take all the knowledge they have learned in class, and they are able to apply it to a final real-life sailing trip.

Jesse, a repeat Boat Shop student said, "We have to do a lot of work, before the fun stuff. The Boat Shop class makes my day go by much faster, and I look forward to it. I enjoy fixing the paddles, I enjoy going out rowing, and coming back exhausted. Boat Shop makes me want to come to summer school, and come to school on weekends. I didn't even used to like school."

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VISITING ARTIST PROGRAM IMPROVES STUDENT LITERACY SKILLS

By: Ramona Kennon-Frink
Contra Costa County Office of Education

The Contra Costa County Office of Education (CCCOE) operates several community schools designed to meet the needs of at-risk juveniles, including those referred by probation and local school districts for expulsion, behavioral issues, or school attendance problems. CCCOE began a visiting artist program in winter 2011 in which professional artist and educator Ramona Kennon visited each classroom, for a total of ten sessions, bringing art into the classroom. Art for school year 2011-2012 was a very rich and specific curriculum derived from the core American History curriculum. Each lesson introduced an important historical event or person, and an art lesson designed to reinforce the history while teaching the use of artist's materials as well as artistic concepts such as color theory, line, composition, balance, harmony, design, and creativity.

The 2012-2013 art format is based on the core value of civility. Civility has been championed by CCCOE Superintendent Joseph A. Ovick, Ed.D., as a core value of a well-functioning community. The CCCOE initiative, Choose Civility, is inspired by the work of Dr. P. M. Forni, *Choosing Civility: The Twenty-five Rules of Considerate Conduct.* Each month focuses on one of Dr. Forni's rules of civil conduct, and each art lesson is designed to inspire discussion, contemplation, and an open dialog while teaching students to draw, paint, collage, and express themselves in nonverbal means.

As funding for art, music, drama, and other creative programs has dried up, the empirical data supporting a link between art and cognitive function is mounting. In 2006, a study released by the Solomon R. Guggenheim Museum suggested improvements in a range of literacy skills among students who took part in a program in which the Guggenheim Museum sent artists into schools. "The study found that students in the program performed better in six categories of literacy and critical thinking skills— including description, hypothesizing and reasoning–than did students who were not in the program" (Kennedy R., 2006).

The Guggenheim study is not alone in observing improved cognitive and critical thinking skills in students who are exposed to art in the classroom. A Dana Foundation research project, entitled, "Does Art Make You Smart?" revealed close correlations between training in the arts and improved math and reading skills. The findings add new scientific support to the observation that children who participate in the arts also do well academically and suggest that changes in attention networks in the brain may be one reason.(Patoine, B., 2008)

The Dana Foundation study, which observed improved attention, supports the anecdotal results in the CCCOE classrooms. The students in these classes respond well to a consistent, well structured, program. Change can often disturb the students and disintegrate the program. Often, the first art lesson is greeted with hostility, and a certain degree of fear. Many students

protest loudly that they have no talent, cannot draw, and don't like art. Because of this, the first couple of lessons have been designed to avoid having to draw in a realistic style.

In the first lesson for the civility curriculum the students were given line drawings of Mohandas Gandhi. These drawings had the shadow areas marked with an X, similar to paint by number. The students then used "civil" words to fill in those areas and allow the portrait of Gandhi to become apparent. By the third art lesson, when realistic drawing was introduced, the students consistently demonstrated an improved ability to listen, concentrate, follow directions, and communicate the desire for help when needed. Confidence and pride in their work increased, as did their eagerness to try more difficult projects. Students on independent study often change the day they are in class to correspond with the day art lessons are given.

Success in this art program has proven to expand a student's view of his place in the world, as in the story of one 17-year-old African American. During the weekly art lesson it became apparent that one young man had a natural sense of design and a better than average ability to draw. When told he had talent and should consider pursuing an education in art, the young man was visibly moved. He had never had an art class before so had never tried to draw. He then shared that in his whole life no one had ever told him he had talent, or was good at anything. He became very focused during class. His confidence grew and he decided he wanted to get a job to set an example for his younger siblings. He asked for help in filling out job applications and wanted to practice for interviews. The young man did get a job. When he got his first pay check he confided that he was the first person in his family that had ever had a real job. His whole attitude and outlook changed for the better. This is directly connected to the success he experienced in his very first art classes. We only know of this success because the young man felt safe enough to share his story with the faculty. The CCCOE Visiting Artist Program has the potential to touch and change a hundred different lives in a hundred different, yet dramatic ways.

In summation, the CCCOE understands that art is a basic part of a good education. Art teaches critical thinking. Students learn that problems can have more than one solution and that questions can have more than one answer. Art teaches the ability to evaluate and make good judgments about qualitative relationships, and allows students to express themselves beyond the limits of their language, to say what cannot be expressed by words. Art celebrates and encourages multiple perspectives and different ways to see and interpret the world. In the population supported by the CCCOE Community Schools, art helps give a voice to students who may feel they are never heard or understood. Art makes a connection that improves the relationship between teacher and student and the expectation is that this will expand to an improved relationship with other students and the larger community.

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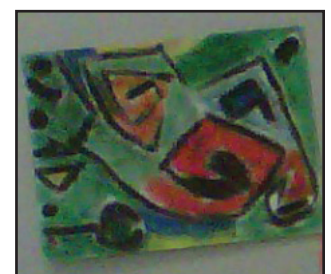
EDUCATORS, BUSINESSES, AND PUBLIC AGENCIES WORK TOGETHER TO OFFER JOB OPPORTUNITIES TO OUR YOUTH

By Monalisa Vitela
Imperial County Office of Education

It takes a "team" to help students succeed. Project TEAM Work (Together Expect and Achieve More) brings educators, businesses, public agencies, parents and students together to fill a tremendous gap in youth services. Imperial County Office of Education's highly targeted student academic engagement project focuses on its high need, underserved, and underrepresented Alternative Education students. Imperial County Office of Education's primary focus is to offer our Alternative Education students (ages 16-18) the skills necessary to acquire a job. This project has improved students' academic outcomes and dropout rates by engaging 16 to 18 year-olds in leadership skills and job readiness training during the school year. The top students who show the most promise in terms of behavior, attitude, academic performance and classroom attendance are placed in a short-term (100 hour) paid work experience with a partnering local employer.

Project TEAM Work activities are designed using a wealth of current evidence and scientifically based research on youth development and student engagement strategies proven to positively impact student academic achievement and reduce dropout rates in high risk students.

Project TEAM Work also implements a parent involvement component that helps provide and strengthen additional home support for our high need students. Parents participate in a parent engagement program that bridges school and home communication, and promotes dialogue between parents and students, with a focus on academic success and dropout prevention. Since the parents of these students also require extensive services due to rampant poverty and unemployment in our county, they too, have the opportunity to receive the employment readiness skills and additional support services they need to secure employment or stabilize or improve their employment status.

Partnering Businesses
Over 25 local businesses are currently participating in Project TEAM Work. This project has provided students with the opportunity to test their interest in a particular career and develop skills in the application

THIS PROJECT HAS IMPROVED STUDENTS' ACADEMIC OUTCOMES AND DROPOUT RATES BY ENGAGING 16 TO 18 YEAR-OLDS IN LEADERSHIP SKILLS AND JOB READINESS TRAINING DURING THE SCHOOL YEAR.

of work situations. Participating students understand the local labor market and its connection to education (being on time, completing duties, organization, etc.). Many businesses have hired students once they have completed their 100 hour paid work experience, which is evidence our students are prepared and marketable.

Students Report

Participating students report that this opportunity has created a sense of "hope" and "confidence" in their lives. They share that they now feel support from their peers, parents, and the community at large. They are also motivated to attend school on-time daily. In addition, students are financially contributing to their household by paying for basic essentials such as clothing and groceries. One student was able to assist her mother in paying for her cancer exam. Students have also stated that some of the attributes they gain through this process are self-efficacy and socialization skills, which are vital tools in becoming employed.

Conclusion

Overall, Project TEAM Work has provided students, parents, and the community an opportunity to work collaboratively in supporting our youth in becoming self-sufficient. Without the support of this project, Alternative Education students would not have the opportunity to acquire the leadership and job readiness skills necessary to obtain a job. This project has improved academic achievement and school attendance. Additionally, it has increased leadership and job readiness skills, and parent involvement levels.

A Collaborative Leadership Model for Alternative Education Schools in an Era of Change

By Vincent O. Chugbo
Riverside County Office of Education

Leadership is about influencing others to get results. According to John Maxwell (2007), "The true measure of leadership is influence, nothing more, nothing less." Important, influential qualities include: the ability to communicate your vision for the future; the abilities to plan and evaluate, coordinate and build relationships, motivate others; and the ability to implement learning by activating change when necessary. Leadership functions have been of interest in virtually all organizations seeking change. "Leading Leadership Development in Universities: A Personal Story," (Brown, 2003) asserts that "Today's universities face a multitude of challenges such as: leading institutional renewal; attracting and retaining top quality faculty, staff, and students; embracing learning technologies; meeting increasing demands from the public, funding agencies, employers, students, and university employees; and seeking new and alternate sources of funds and financial models." Brown continued, "This new organizational environment requires leaders who thrive on the challenge of change; who foster environments of innovation; who encourage trust and learning; and who can lead themselves, their constituents, and their units, departments, and universities successfully into the future." Brown's article captures the sentiments and challenges school leaders are facing across the country. As financial resources dwindle, leaders are scrambling to do more with less. This, she contends has become the "new normal."

The Riverside County Office of Education (RCOE), Alternative Education (Alt. Ed.), unit has also faced recent challenges and undergone critical changes. Although Brown's audience was institutions of higher education, we can easily replace the word, "university" with "alternative education schools," and find the message about leading change in our organizations equally true. In the 2009/2010 school year, the RCOE Community Schools (CS) were identified on the state of California's list of "5% persistently lowest achieving" Title I schools, which prompted the Alt. Ed. unit to apply for the School Improvement Grant (SIG). According to the California Department of Education (CDE), "The purpose of the SIG is to enable eligible Local Education Agencies (LEAs) to implement selected intervention models in identified persistently lowest-achieving schools to raise academic achievement levels of students attending these schools." An LEA that wishes to receive a school improvement grant must implement one of the following four school intervention models:

1.   Turnaround Model: Among other actions, replacing the principal and rehiring no more than 50 percent of the school's staff, adopting a new governance structure, increase learning time, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted content standards.

2.   Restart Model: Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process. A restart model school must enroll, within the grades it serves, any former student who wishes to attend school.

3.   School Closure: An LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

4.   Transformation Model: Implement each of the following strategies:
    a. Replace the principal and take steps to increase teacher and school leader effectiveness
    b. Institute comprehensive instructional reforms
    c. Increase learning time and create community-oriented schools
    d. Provide operational flexibility and sustained support

While the RCOE CS were identified by the state as under performing, the Associate Superintendent of Schools directed all schools under the Alternative Education Programs to undergo a serious and rigorous restructuring and identify an Instructional Model (IM) that would address the academic deficiencies of all students. After extensive consideration and consultation with the stakeholders within the school community, the Alt. Ed. leadership decided to adopt the Transformational Model to address needed academic growth. The instructional program, designed around the Transformational Model, focused on rigor, relevance and relationships in order to engage students academically and provide them with the appropriate levels of intensive intervention.

To drive this process, the leadership team anchored the change initiative on five research-based, high-leveraged actions that have been identified through multiple assessment and stakeholder input related to school effectiveness. The five high leverage actions, defined in the acronym CLAIM are:
    • Culture: To provide a supportive school environment that focuses on increasing academic and pro-social behaviors
    • Leadership: To ensure the success of all students

through extraordinary service and intensive support
    • Assessment: To collect and analyze academic and behavioral data to inform instruction
    • Instruction: To provide a powerful standards-based curriculum and first-best instruction
    • Master Schedule: To provide a full continuum of courses to meet the needs of all students

The Transformational Model requires fundamental changes. The goal of transforming the schools began with hiring a new Executive Director to help lead the change. The schools were restructured, and in some sites, personnel changes were made and new leaders put in place.

According to the narrative submitted to the California Department of Education by Alt. Ed. in July 2010, RCOE Community Schools consist of students with the most intensive academic and behavioral needs. These students have been expelled from their home school or referred by their probation officer to the community schools. According to the SIG document, all RCOE CS students would be identified by their home school district as being in the "Intensive Subgroup," normally identified as being at the top of the "Pyramid of Interventions."

Compared to typical high schools across the state, where this subgroup may make up 5% of the mainstream population, in the case of the RCOE CSs, these students make up 100% of the student

Pyramid of Interventions

Intensive Intervention

Strategic Intervention

Core Instruction

~5%

~15%

~80% of Students
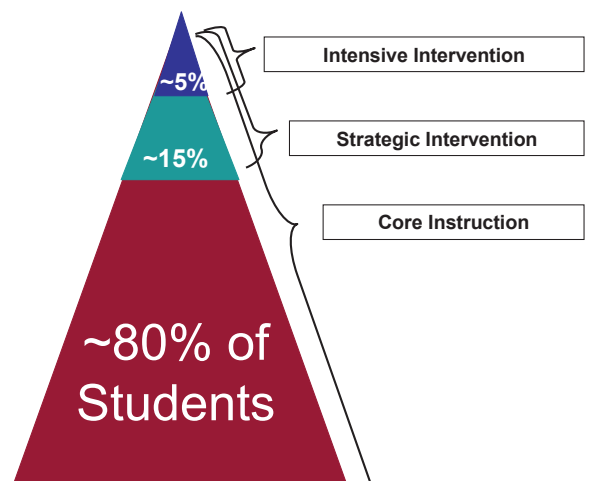
population, and are characterized by behavioral issues, poor attendance, and lack of achievement that have contributed to their removal from K-12 mainstream education in their home school districts. In addition, these students may also be identified as needing special education assistance, which adds another layer of challenge for helping them overcome academic deficits.

"With challenge, comes opportunity." With this mindset, the Associate Superintendent of Schools went further to seek new funding sources to complement the SIG and embark on developing innovative programs within the schools for further enrichment and support.

Among the issues that received strong initial focus were student engagement and relationship building. Building relationships among the students and staff was first addressed using several pro-social programs: Positive Behavior Intervention and Support (PBIS), Capturing Kids Hearts, and other Non-Physical Intervention Programs such as Verbal Judo. In order to build full staff commitment during the implementation stages, the programs were promoted during all staff meetings and regional and site Professional Learning Community (PLC) collaborations. This gave the programs maximum exposure. All staff members and managers were mandated to attend all trainings. Consequently, these programs became a vehicle to address students' misbehavior/poor attitudes toward school as well as low attendance and academic disengagement. In order to make these changes enduring and part of the culture, the purpose of each of our school programs had to be defined.

One question that the Associate Superintendent asked the leadership team was, "What is the purpose of the Court and Community Schools?" It is important to answer this question and provide a broad context of the students we serve. Although both programs are under the same Alt. Ed. umbrella, they serve different purposes. They serve similar student populations with similar characteristics, yet the two programs have defining differences based on the setting where the

students attend, instructional minutes, and availability of extracurricular activities offered.

The students in the Juvenile Hall Court Schools are incarcerated and may be awaiting adjudication or placement. The average stay for students in the Juvenile Hall ranges from 15 to 20 days. On the other hand, Community School students are expelled from their home school districts or referred by probation officers to attend small, neighborhood school sites. Community School students average a much longer length of stay.

The purpose of the Court Schools under RCOE is to rehabilitate adjudicated youth and to allow these students to continue with their education in a structured environment so that they will make a successful transition upon release from incarceration to becoming productive citizens. By contrast, the purpose of the Community School is to help students who have been expelled or referred by probation or their local district. Community School settings provide academic and social support to students so that they may complete the conditions of their expulsion or referral and then return to their home school districts in K-12 mainstream education.

Many students find the smaller settings of CS conducive for learning, and have opted to remain to complete requirements towards earning a high school diploma or GED that will help them to be ready for college and the workforce. The added value of a smaller setting may be another argument for the existence of the CS.

Since the central message of this article concerns leadership - and interestingly, RCOE Alt. Ed. chose Transformational Model of Change, which requires fundamentally new leadership–it is important to describe the Transformational Leadership Model briefly. Transformational Leadership has been shown to be a powerful tool when combined effectively with Instructional Leadership to design a change process focused on accelerated growth for the students.

Research by Kouzes & Posner (1995, 1997) on the Transformational Model of Leadership cited in Brown (2001), demonstrated how ordinary people accomplished extraordinary things in organizations undergoing changes. Their research indicates that leadership is a pattern of behavior that can be developed or learned. It also shows that when these behaviors are consistently practiced, individuals can become more effective leaders. Brown (2001), citing Kouzes & Posner (1995, 1997), identified a consistent pattern of behaviors characterized by five distinct practices and ten commitments. The behaviors are described as the "Leadership Challenge Model."

The Leadership Challenge Model

Challenging the Process
- *Search* for challenging opportunities to change, innovate, and improve.
- *Experiment*, take risks, and learn from the accompanying mistakes.

Inspiring Shared Vision
- *Envision* an uplifting future.
- *Enlist* others in a common vision by appealing to their values, interests, hopes, and dreams.

Enabling Others to Act
- *Foster* collaboration by promoting cooperative goals and building trust.
- *Strengthen* people by giving power away, providing choice, developing competency, assigning critical tasks, and offering visible support.

Modeling the Way
- *Set* an example for others by behaving in ways that are consistent with your stated values.
- *Plan* small wins that promote consistent progress and build commitment.

Encouraging the Heart
- *Recognize* individual contributions to the success of every project.
- *Celebrate* team accomplishments regularly.

**Why Collaborative Leadership with a Common Purpose Matters**

Introspection is an essential component of leadership development for an individual to strengthen his/her own learning and organizational growth. Following are some important examples of what was effective during the early stages of the change process in RCOE Alt. Ed.:

The leadership team first identified the problems with the low performing schools, then selected a team of experts to help determine the root causes. With the assistance of the RCOE District Assistance and Intervention Team (DAIT), the Alt. Ed. leadership and other stakeholders examined the impact of the Instructional Leadership Practices on student achievement.

The DAIT also conducted a survey to determine staff buy-in in terms of the goals of lowering students' suspension rates, implementing Positive Behavior and Intervention Support (PBIS) at the site level, identifying English Learners (ELs) by Californina English Language Development Test (CELDT) levels, and implementing consistent strategies to support the ELs, using Professional Learning Communities (PLCs) to support and monitor standards-based materials for each student, and using California High School Exit Exam (CAHSEE) Blueprint diagnostics to identify students' strengths and needs. The survey further explored the need for ongoing professional development and support in the following areas:

- Principal instructional leadership development
- Analysis of student academic and behavioral data
- Improvement in school climate, safety and positive behavioral supports
- Recognizing and rewarding teaching excellence
- Recognizing and celebrating student successes
- Implementing curriculum and intervention for all students
- Effective instruction for ELs
- PLC teams focused on rigor, relevance and relationships

Adequate Yearly Progress (AYP) Data
2006-2009 English Language Arts Proficient Rate Change
DAIT Districts Served by RCOE vs. Comparison Districts
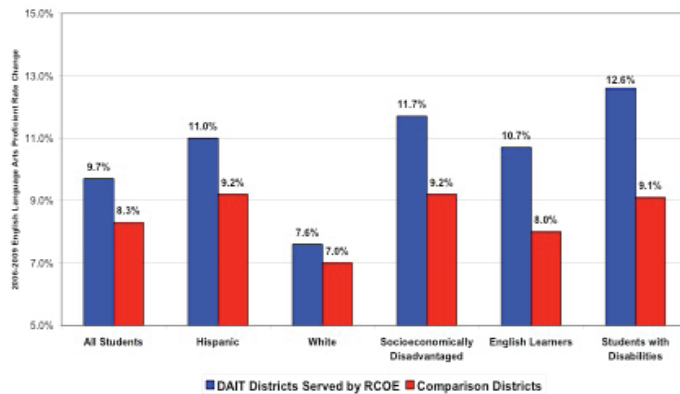
Adequate Yearly Progress (AYP) Data
2006-2009 Mathematics Proficient Rate Change
DAIT Districts Served by RCOE vs. Comparison Districts
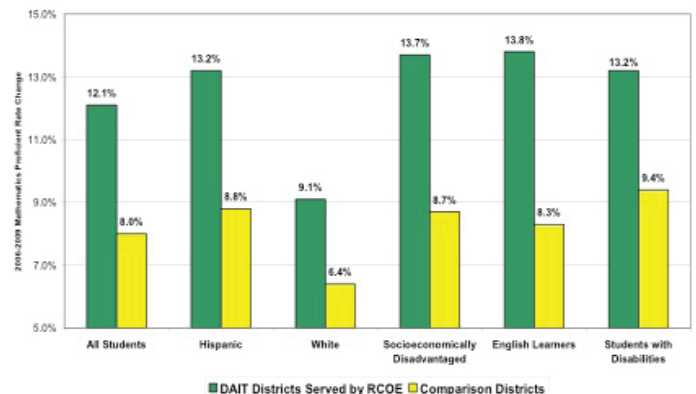
Based on the responses from the survey, the RCOE DAIT team made the following recommendations:

• Phase in full implementation of ELA and math adoptions
• Provide students access to strategic and intensive intervention programs when applicable
• Provide training and support necessary for all schools to participate in collaborative data teams
• Train teachers in materials-based professional development (SB472) in both the core and intervention curricula, to use data to adjust instruction, to analyze content standards, to identify and practice effective instructional strategies, to create common assessments, and to focus on the needs of ELs, especially those who have spent multiple years at level 3, and students with disabilities
• Train in implementing instructional strategies and data analysis to inform instructional decisions
• Provide teacher collaboration time (minimum day professional development plan) at each school for PLCs/data teams to improve instruction
• Implement and monitor evidence-based strategies to move EL students toward mastery of academic English
• Implement a walk-through observational tool
• Ensure that EL students are provided a systematic program of English language development
• Continue to implement, support and monitor the Capturing Kids Hearts program to establish positive school culture and maintain positive relationships between students and staff

• Reduce the dropout rate and increase the graduation rate
• Provide training and monitoring for staff to use data systems with mastery (minimum day professional plan)

As RCOE Alt. Ed. journeyed through the change process, it was reaffirmed that good leadership fosters collaboration and builds trust among staff members. The importance of this attribute cannot be overemphasized, as Leadership makes a difference at all levels of the organization. It is the difference between a high performing organization and one that is low performing in terms of academic gains, productivity, employee morale, and a culture that sustains a healthy working environment. Quint Studer in his 2003, BusinesWeek, national bestselling book, *Hardwiring Excellence*, describes his experiences working with individuals who make a difference in the lives of others in healthcare organizations. He called those people "Fire Starters." Studor found that anyone could have purpose, do worthwhile work, and make a difference regardless of geographic location, type of organization, size, demographics, or other challenges. Studor also found that any organization could go from good to great. One of the most important organizational goals of RCOE is not just to provide good service to the constituents we serve, but to provide an extraordinary service.

RCOE as an organization, and the Alt. Ed. leadership team in particular, consists of individuals who are "fire starters." The leadership is made up of individuals who are committed and passionate about the work they do, and who strive to make a difference in the lives of the students and families. RCOE's leadership has high expectations for all the students regardless of their circumstance in life. They believe that the students have the right to receive a world-class education. They ensure that adequate instructional resources are provided to serve the needs of the students and that dedicated staff are hired and retained. It can easily be discerned that the leadership has made a conscious effort in providing a clean and safe work place by investing in ultra-modern Learning Centers across the county, and ensuring an enduring culture that is characterized by good climate. Frankly, these leaders are just ordinary people doing extraordinary things to improve the lives of those they serve. Leadership is the glue that binds every aspect of the work we do in serving others, including school innovation and changing the culture of an organization. Perhaps the most difficult job for instructional leaders is creating conducive working environments that foster learning and innovation (Chugbo, 2004). The change effort undergone by RCOE Alt. Ed. has been rewarding. It shows that trust and relationship building is easier to achieve when there is thoughtful and determined leadership at all levels. People tend to follow leaders that they trust. It is imperative for leaders to keep their commitment to others and to build a trusting relationship. Students and staff alike observe the actions of those in a leadership position and expect a follow-through when promises are made. As Conger & Benjamin (1997) cited in Brown (2001), have espoused, "Because credibility and authenticity lie at the heart of leadership, determining one's own guiding beliefs and assumptions lie at the heart of becoming a good leader" (p.28).

As SIG moves into the final year, the experience has been humbling. During the past three years at RCOE Alt. Ed., the leadership lens has widened and leadership skills continue to evolve to meet the challenges of the needs of the students and staff served. We have worked hard to implement changes, and we have cause to celebrate. Together, we have done extraordinary things to achieve goals set in the SIG. As shown in Table 3, we have successfully met the 9 SIG Leading Indicators required by the CDE to measure successful implementation of the grant. Studer (2003) explained, it all starts with a purpose, worthwhile work, and the intention to make a difference in the lives of the constituents that we serve. Studer continued, "The more often we measure the important things, the more we'll know about where we are making progress and where we are not" (p. 66). It is important to take stock of our successes and learn from our failures in order to continue to move forward.

TABLE 3: SIG 9 LEADING INDICATORS

	Minutes in School Year	STAR Participation Rate	Dropout Rate	Attendance Rate	Percent completing advanced coursework	Discipline Incidents	Truancy Rate	Distribution of Teachers by Performance Level on LEA's Evaluation System	Teacher Attendance Rate
2011-2012 (Year 2)	73,080	96%	59%	80%	0.005	1,090	7.24%	72@3 4@2 1@1	95%
2010-2011 (Year 1)	82,500	96%	62%	78.92%	0.004	1,147	9.60%	NA	89%
2009-2010 (Base Year)	57,360	89%	63.23%	76.58%	NA	1,971	19.33%	NA	76.58%

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Education is not the filling of a pail, but the lighting of a fire.

-William Butler Yeats

SPORTS PROGRAM TRANSFORMS SCHOOL CULTURE

By Debra Sacks
Riverside County Community and Court Schools

If you build it, will they come?

Will organized sports improve school culture and impact student academic and social growth? Being involved in extracurricular activities is related to higher achievement (Hattie, 2009). Research also verifies that healthy and sound school cultures correlate strongly with increased student achievement and motivation, and with teacher productivity and satisfaction (Stolph, 1997).

In 2010, the Riverside County Office of Education, Alternative Education staff decided to take its county's most at-risk students (i.e. expelled, incarcerated, and pregnant/parenting), and begin the work to systematically improve culture. The Community School, Cal SAFE, and Court School programs began implementing School-Wide Positive Behavior Interventions Support (SWIBS) where the mantra is "safety-respect-responsibility." Certificated and classified staff was also trained in Capturing Kids Hearts where students construct a social contract for positive behavior in each classroom and learn self-regulation skills. Additionally, all staff members committed to a focus on positive interaction with every student, calling them by name, shaking their hand, and using 4:1 positive reinforcement with a school-wide reward system.

We cleared the corn field.

As student behavior, school safety, and staff preparation improved, the RCOE team decided to "clear the corn field" and build a sports program. The emphasis would be on the development of student social skills that would support socially effective behavior, including self control, self regulation, and social reciprocity.

Students from rival gangs, who otherwise would not talk to each other, became giddy as they prepared for

I came to this school angry. I knew my parents were disappointed that I was expelled. Because of the basketball team, I care more about myself and about getting done with my education…and earning my diploma. I want to play. I don't want to be a loser. I saw my mom in the bleachers smiling.

-Student, Arlington Regional Center

School Year	2010	2011	2012
Attendance Rate	76.58	78.92	81.02
Truancy Rate	19.33	9.60	7.24
Discipline Incidents	1,971	1,147	1,090

game day…putting on uniforms, high-fiving each other, running proudly to the field or court, looking for a fan in the crowd. Students wanted the staff to call their parents, their caregivers, and their group homes. "Tell them I'm playing…this is for real…look at me!"

Student commitment in the sports program resulted in improved attendance, reduced truancies, and fewer discipline incidents over a 3-year period.

Research suggests that participation in extracurricular activities increases students' sense of engagement or attachment to their school, and thereby decreases the likelihood of school failure and dropping out (Finn, 1993).

We continued clearing the corn field.
Students soon learned that actions "off the field" could influence their opportunity to be involved in the RCOE Sports Program. It's not about being a star athlete. It's about an opportunity for change in the school setting where there is a cyclical effect and the school has a reason to rally around something. Dr. Rob Horner's research (2012) emphasizes changing an environment vs. changing individual behavior. The RCOE sports program is a positive culture change and everyone wins. Athletes, non-athletes, teaching staff, support staff, and parents/caregivers are all involved in the spirit of healthy competition and school pride. It's contagious.

If you build it, who will help?
RCOE staff has partnered with local community parks and recreation, community colleges, school districts, and youth opportunity centers to stage its soccer, basketball, volleyball, and flag football games. In 2011, the City of Indio was named one of America's 100 Best Communities for Youth by the American Promise Alliance, and the RCOE Indio Regional

I get to be a cheerleader and wear a uniform. I'm so proud. I can't believe it. I never had this opportunity at my old school. I love it.

-Student, Betty Gibbel Regional Learning Center

Learning Center was featured in a televised show, which may be viewed at the following link:

http://www.kesq.com/Indio-Regional-Learning-Center-Plays-First-Soccer-Game/-/233230/11737128/-/mqtl2cz/-/index.html?taf=palm

The video feature describes the first soccer team for expelled students in Indio coached by Indio RLC School Resource Officer, Rene Mendez. The partnership involved transforming a run-off basin on campus into a soccer field and an eventual game day full of school and community pride.

How do you build it?

The RCOE Sports Planning Team determined basketball, soccer, volleyball, and flag football teams would be created since these are the least dangerous sports and equipment costs were minimal. They then constructed a formal league schedule where students would play other RCOE schools. A Western Section of five schools and an Eastern Section of five schools were developed. The coordination for practice and games included a willing staff for supervision, transportation, refereeing, ordering of the uniforms, and ordering equipment. Other necessities included having students complete physicals, finalize insurance paperwork, and gain parental permission. Additional part-time PE teachers and a PE specialist were hired to increase program success.

We're proud we built it.

The integration of extracurricular activities offers opportunities for students to learn the value of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, a sense of culture and community, and provides a channel for reinforcing the lessons learned in the classroom. The sports program offers students the opportunity to apply academic skills in a real-world context that are part of a well-rounded education.

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FINDING RIGOROUS AND RELEVANT ACTIVITIES AND ASSESSMENTS IN NON-TRADITIONAL PLACES

By Darrell Wildt
San Joaquin County Office of Education

Across California, committed teachers and administrators are preparing themselves for the implementation of the Common Core State Standards. Though the full implementation of the Common Core will take several years, most school districts and programs have already started searching for curriculum that will best help them meet the new expectations for students. Students will need to acquire and apply knowledge, while rigorously demonstrating skills in critical thinking, analytic writing, and multi-leveled mathematics. I too have been searching for engaging, multi-tiered student activities and assessments that challenge students as they work toward culminating real-world, community-based projects. I stumbled upon one such project that was hidden within a board game. You will discover how I have been able to unfold a series of activities that require students to develop and demonstrate a wide range of technical skills, while also requiring them to reflect on, and utilize their own academic knowledge.

Since 2005, I have been sharing different board games with my students in after school gaming time. During this time, the board game *Heroscape* emerged, and consistently remained, the most popular with students. *Heroscape*, produced by Hasbro Toys and Games from 2004-2011, is a fantasy-battle board game system that features pre-painted miniatures and a modular board. Over the last 6 years, I have facilitated two different game-day events per school year (one in Winter and one in Spring). Each game day event has been filled with a variety of students including documented gang members and foster youth. Regardless of the composition of the group, students have always been engaged and excited to play.

Several recent professional development opportunities have allowed me to draft a mini-course based on the *Heroscape* game that emphasizes the skills of critical thinking and reading, organization, communication, and creativity. My homeroom class seemed the perfect venue for this course. Following approval from administration and surveying the interest of the students, I began to work on determining which California State Standards and Common Core State Standards would be addressed. I quickly discovered that I could create a variety of rigorous and relevant activities that would scaffold into a complex end product, while also covering a variety of academic skill-based standards that ranged from English Language Arts to Science.

Generally, the credits earned through the *Heroscape* mini-course are applied as elective credit, but this does not have to be the exclusive designation. Depending on the modifications to the activities and the time dedicated to each activity, a teacher could easily use such a mini-course as a once per week enrichment activity for an English class. The school program in which I teach allows for flexibility, especially when

creating innovative and rigorous learning experiences. The mini-course is currently offered as preferred activity time or PAT, for those familiar with Fred Jones and his book, *Tools for Teaching*.

Reflection on the current implementation of this course reveals that students have quickly learned this mini-course is not all fun and games. Many of the students have expressed that they have to plan, and to think things out more than they initially anticipated. Thereis rigor and relevancy in this mini-course.

First, when using the Internet to research gaming miniatures (that could be used for their own customized game piece, playing card, and rules), most students found that they had to better define their Internet key word searches. They also realized the benefits of comparing the item prices and shipping costs at multiple websites. Some students discovered the importance of critically reading the details about the items—such as availability, if painted, unpainted, or if assembly was required. Students realized that not reading product details can lead a person to invest more time than they originally planned for, or to spend more money than what was necessary.

Second, nearly all students were highly engaged when writing their first drafts of the character back-stories (referred to as fictional narrative or biographies in the mini-course outline), though it was more challenging than they first perceived. They realized how challenging this assignment was when they were required to incorporate all aspects of their customized game piece—game statistics, special rules, and the physical appearance (including any related historical or fictional themes related to the appearance). All students eventually overcame the challenges in the writing, and were driven to create interesting stories about their custom game piece because they knew that other students would be critiquing their work. The first signs of community collaboration and peer review occurred during the presentations of student rough-drafts of game cards, selected gaming miniatures, and back-stories. After each rough-draft presentation, the student audience asked critical questions about rule clarifications. They also offered positive suggestions for improvement when necessary, and they expressed

appreciation for creative and well-written back-stories.

Lastly, when the class revisited prior math lessons from the beginning of the year, related to probability and percentages—such as understanding and simplifying fractions, adding and multiplying fractions, and converting fractions to percentages—students realized another real world application for such math. A few students said that probability made more sense to them once they saw and understood how it applied to the game. For other students, they saw how such a simple mathematical lesson was actually more complicated when it was applied. This, along with many other aspects of the mini-course, has helped students understand the benefits of developing a wide range of knowledge and skills. They understand how important it is to learn, remember, and utilize key academic knowledge. They also see the practical benefits of applying technical skills.

Prior to creating this mini-course, I had extension assignments attached to the (Winter and Spring) game-day events. These have now been incorporated into the course:

Story telling: Students retell a single game in a narrative with dialogue and description of the major events of the game/battle.

Mock historical accounts: Two students write short (1 page per student) accounts from contrasting sides. After writing their own mock historical account, both students compare and analyze all biased viewpoints that shaped each written account.

An essay*: Students write about the benefits of team building—focusing on the importance of developing and identifying common goals when working with people that you do not know that well. *This applies to games that included team-play.

How Activities From the Mini-Course Can Blend into Other Subject Areas

Though the following course outline will most likely cause a reader to see connections between the activities and the academic standards of various

subject areas, it may be beneficial to provide some specific examples and explanations.

English Language Arts: Students will be required to complete a variety of writing tasks.

1. Students will write a creative story (fictional narratives or biographies).

2. Students will construct technical writing that is precise and specific (when writing customized rules).

3. Students will complete a written play-testing report that provides an analysis of their own testing results, as well as providing clear and concise feedback.

4. Students will write multiple drafts (including a finalized typed copy) of both their customized game card and their fictional narrative (or biography).

Government, Economics, and History:
Understanding how to make sense of and interpret an established system of laws and behaviors.

1. Students will understand the significance of specific terms and/or phrases and how they impact procedures and potential innovations.

2. Students work within an already established rules system. They are able to create new rules if they do not directly imbalance other units in the established game system.

3. Students will gain understanding of supply and demand when researching miniature game pieces.

4. Students will understand marketing and product testing through the creation of their own unit presentation.
5. Students will gain knowledge of copyright and intellectual property rights, when considering Hasbro's statement on creating and distributing customized game pieces for the *Heroscape* Game System.

6. Students will demonstrate historical knowledge when writing a fictional narrative or biography.
Science: Applications of the Scientific Method and Peer Review

1. Students will understand the importance of keeping records when conducting tests.

2. Students will understand the importance of peer review and repeated tests in order to check the accuracy of prior test results.

3. Students will understand the importance of trying to prove a hypothesis, in order to avoid as many errors as possible—especially when designing tests with a confirmation bias.

Math: Probability, Percentages, Pre-Algebra, and Constructing Tables or Graphs

1. Students will understand how to calculate probability related to rolling multiple 6-sided dice at the same time.

2. Students will understand how percentages are directly related to different types of dice, including a 20-sided die.

3. Students will be able to calculate averages.

4. Students will compute basic calculations on a regular basis. They may also create equations that include one or two variables.

5. Students will understand how to develop a variety of graphic organizers or tables and determine which type(s) best summarize the data related to their presentation.

For a detailed mini-course outline, including Target Standards, Key Assignments, Key Assessments, and considerations for pacing and implementation: http://www.heroscapers. com/community/showthread.php?t=47410

EL JOVEN NOBLE PROGRAM LIVENS UP P.A.C.E. CAMPUS!

By: Michael Glauner
Stanislaus County Office of Education

"It's just P.A.C.E." is a phrase that we at the Peterson Alternative Center for Education have heard all too often. So this year, the team members of the El Joven Noble program decided that if we wanted our students to come to school and be positive in the classroom, then our job would be to create a positive culture, conducive to nurturing our desire for positive students!

Our first order of business was to organize what we call our "Campus Team," which is a group consisting of the El Joven Noble staff and some of our P.A.C.E. staff. The team meets bi-weekly to discuss and develop many different school events and functions for our students and our staff. However, as employees, we all understand that our ideas are only as good as the man who approves them. Daniel Vannest is in his first year as principal here at P.A.C.E., and his willingness to support our efforts, combined with his down-to-earth approachability regarding student activities, has more than helped this project become the success that it is. Here are just a few of our newly developed events and activities here at P.A.C.E. this year:

"The Falcons of the Month Club" is an exclusive student club that only allows entry to those who have a 3.0 GPA, two or fewer tardies or absences, and zero discipline issues for the month. To recognize their efforts we provide a well-prepared, quality lunch for the club members. To honor their consistency, students who have made the club three months in a row are awarded gift cards during the lunch celebration.

We also have the honor of being registered as a food distribution site through the food commodities program at Salvation Army here in Stanislaus County. We give away ten bags of groceries per month to our families in most need. Being labeled as a distribution site is an incredible privilege, which enables us to aid our families in need directly through our school site and to continue to build relationship between our school and the families whose students attend here.

Knowing that we needed more activities to build rapport between the staff and our students, we organized a student vs. staff, two-hand touch football game in February. Even though our staff completely owned the students (42-14!), we were incredibly proud of our students' efforts. Their sportsmanship far exceeded our expectations.

Our Campus Team also organizes a student breakfast or lunch once a month, and the team hosts something we like to call our "Freestyle Fridays," where we take our portable P.A. system out into the student quad and give our students the opportunity to express themselves poetically or musically as well as answer some pop quiz questions about what they learned during the past week in their classes. We are looking forward to more opportunities for students, and maintaining the positive culture we are working so diligently to create on campus here at P.A.C.E.

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 five years.

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

2012-2013
Deni Baughn
Orange

John Peshkoff Award

Congratulations to the 2011 Award Recipient
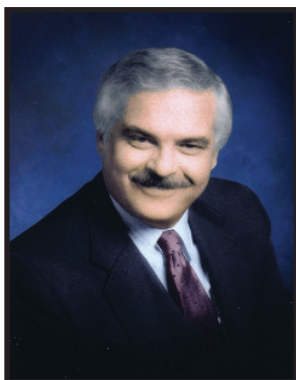
John Peshkoff (1935-2006) was one of the founding fathers of JCCASAC (then known as Juvenile Court School Administrators of California or JCSAC). John served as the JCCASAC president in 1977-78 and again in 1990-91. He advocated for legislation and practices which support quality educational services 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.

Jeanne Hughes
JCCASAC President
2002-2003

Jeanne Hughes has served the Kern County Office of Education for 37 years. She has been a dynamic advocate for at-risk youth throughout her tenure. Her focus and tenacity on putting student needs first has been an essential ingredient in building and growing the Alternative Education program at the Kern County Office of Education.

Jeanne joined the Kern County Office of Education in 1975 after completing her undergraduate work at San Diego State University. She finished a Masters in Education at California State University, Bakersfield while working as a teacher in a Juvenile Court School. She served in numerous positions throughout her career, which included Court School Teacher, Community School Teacher, Community Schools Head Teacher, Community/Charter School Principal, Court, Community, Community Day, and Charter Schools Program Director, and Division Administrator of Student Services which included oversight of Court and Community Schools, Charter Schools, and Child Development.

In addition to her Administrative Services Credential, Jeanne holds single subject teaching credentials in Life Science, Social Studies, and Physical Education.

Jeanne served on the JCCASAC Executive Board from 1999-2004 and as President in 2002-2003. She continues to support the activities of JCCASAC by collaborating with legislators to ensure the needs of on behalf of at-risk students. She provides training and assistance to new and veteran administrators at the annual JCCASAC Administrators Academy, and supports her colleagues with creative solutions to the challenges faced by Alternative Education programs throughout the State.

After retiring in 2012, Jeanne has focused her energy on spending time with family, which includes husband, Ron Hughes, her three daughters, and four grandchildren. While she has accomplished much throughout her career she, would tell you that she is most excited about being able to love and care for her growing family.

Congratulations Jeanne on being the John Peshkoff Award Recipient for 2013. Thank you for always leading from the front!

The Journal of Juvenile Court, Community and Alternative School Administrators of California

CALL FOR PAPERS

Criteria:
• Combines 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, oriented.

Format:
• Recognizes other educators' cited work through either bibliography or footnote referencing
• Uses American Psychological Association publication guidelines
• Articles are double-spaced and four to twelve pages in length
• "Student Success" and "Innovative Program" contributions are one-half to 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
• If it has been previously printed, include permission to reprint.
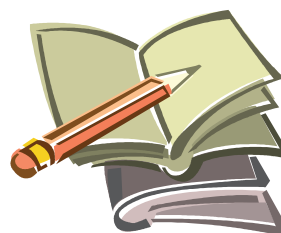
Don'ts:
• Use the passive voice excessively (e.g., It was found, it's been reported)
• Use 100 words when 20 will do.

Welcomes original articles, research papers and student success stories related to the
- *purposes*
- *goals*
- *programs*
- *practices*
- *instruction and*
- *management*

of Juvenile Court, Community, and Alternative Schools.

Papers to be considered for the Spring 2014 issue should be submitted by February 01, 2014

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Congratulations to the 3rd
JCCASAC
Teacher of the Year

Christopher Devers
Monterey County

Chris Devers is the 2013 JCCASAC Teacher of the Year. Chris has taught for eight years with the Monterey County Office of Education. As a lead teacher at the Rancho Cielo Community School, Chris has established and fostered positive relationships with staff, students, and community partners to provide services and support for the students in Monterey County. His Superintendent, Nancy Kotowski, shared the following in her nomination of Chris,

Chris possesses natural talents that are extraordinary. He expands and enriches the mathematics curriculum, incorporating many innovative lessons and ideas that provide the students with "real life" experiences and "hands-on" learning opportunities. Chris has shown true dedication to collaboration with his connections to Ventana Wilderness Society, Global Majority, and The Monterey Institute for International Studies. Additionally, he maintains a multi-agency partnership at Rancho Cielo. These partnerships have brought about unique experiences for his students and colleagues.

Susie Brusa the Executive Director of Rancho Cielo Youth Campus shared,

Mr. Devers personifies curiosity, enthusiasm, and life-long learning. Drawing on his experience in the Peace Corp and from traveling internationally, he enriches his students with an interest in the world outside of the familiar. With his interest in nature, he opens their eyes to the beauty and science around them. And by truly caring about the students, he supports them in the efforts to change the course of the future.

Chris studied Business Economics at UC Santa Barbara and International Policy Studies at Monterey Institute of International Studies. He completed his studies and earned his teaching credential at CSU, Monterey Bay. During his undergrad adventures, Chris served as an intern for Congressman Cal Dooley and spent a semester at sea through the University of Pittsburg, where he travelled around the world, visiting twelve different countries. He also served in the Peace Corp in Bolivia for two years. During his time there he worked on protected areas management, ecotourism, environmental education and was a trainer of other Peace Corp volunteers.

Chris grew up in the California Central Valley, riding horses and playing soccer. His soccer spanned 20 years, taking him from local teams to spending five years in the Olympic Development Program. He has played extensively in Great Britain and Latin America. He is married to Joanna and they have two daughters, Sofia and Ariana, and one Queensland Heeler, Mr. Red. When given the chance, Chris heads south to Baja, Mexico to fish at his dad's place.

Congratulations to the Nominees for JCCASAC Teacher of the Year

Yadira Kasha
Riverside County

Yadira has taught in the Riverside County Office of Education for 18 years. She is a role model to both students and staff with her creative and innovative lessons. Her attitude, honesty and consistency have a positive impact on her students and her site team.

Leslie Lowman
Orange County

Leslie has taught for the Orange County Department of Education since 1987. She has demonstrated the special ability to create a positive and cohesive learning environment in her classroom. She is a committed, energetic, results-oriented teacher.

Dawn Martin
Kings County

Dawn has taught students in Kings County since 1990. She has worked in a variety of court and community school classrooms. She has positively impacted her students with her hands-on, community service projects. Her willingness to continue learning and to share her experience with other teachers makes her a role model to other staff and to her students.
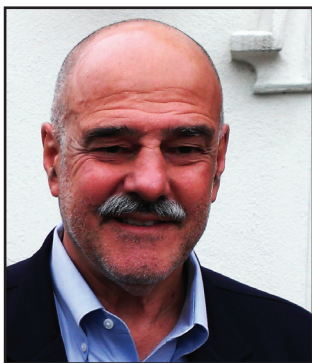
Anthony Miller
Los Angeles County

Anthony has taught for the Los Angeles County Office of Education since 1998. His leadership in the court school program involves mentoring new teachers as they enter the world of Alternative Education. His use of technology in the classroom is praised by probation staff as a "model for students and teachers in every school setting."

Cynthia Perez
Stanislaus County

Cynthia has taught for the County Office of Education in Stanislaus for eight years. She works with middle school students at the Stanislaus County Tactical Character Academy. She engages students in a classroom climate that is nurturing and focused on learning. She has high expectations for herself and her students.

Tammy Voss
San Joaquin County

Tammy has been a teacher with the San Joaquin County Office for nine years. She has taught in both community and court school classrooms. Her passion for science has brought exciting and innovative experiences and partnerships to her students both in and out of the classroom.

SOBER SCHOOL: ADDRESSING THE NEEDS OF COMMUNITY SCHOOL YOUTH

By: Debi Hill
San Luis Obispo County Office of Education

For many students attending Community Schools, drug use is no longer experimentation or a coping mechanism; it is their primary challenge, leading to involvement with law enforcement, poor school attendance, developmental delays, and academic failure. According to the California Healthy Kids Survey (2011), students in alternative education programs, statewide, report an earlier age of first use than traditional students. They report more than twice the use of marijuana, and more than three times the use of methamphetamine, cocaine, and ecstasy, compared to traditional students. Additionally, alternative education students report binge drinking (43%) and heavy drug use (34%) in the last month, with 29% using more than one substance.

> I didn't know that it was possible to have fun and be sober. In fact, I didn't even know that it was possible for me to be sober.
>
> - 10th grade Community School student

accepts students between ages 14 and 18 who are eligible for community school. Students attend daily group sessions that help build the social and emotional skills critical to maintaining a sober lifestyle. The treatment curriculum includes a 12-Step focus with guest speakers and weekly field trips to Narcotics Anonymous meetings. An emphasis is placed on building a community of positive peer support. For many students, being in a classroom of non-using peers on a daily basis is the most helpful feature of the program.

Classroom instruction is an important part of the treatment program. Students receive a challenging academic program centered on personal growth and character development, and the California Content Standards. The Sober School classroom has the highest attendance of all of our community school classrooms. A variety of outdoor education activities are offered to students to foster and maintain healthy lifestyles. The classroom teacher works closely with the treatment team, the school nurse, Juvenile Probation, and other agencies to prepare students for successful transition to their local high schools, vocational programs, colleges, or employment.

In order to address student drug use, the San Luis Obispo County Office of Education (SLOCOE) Court and Community Schools created a school-based drug treatment program called the Sober School. Since 2007, the Sober School has been serving up to 15 students in a self-contained classroom that is functionally separate from other community school classrooms. Sober School is a voluntary program that

The program is staffed with one full-time teacher, a full-time and a half-time drug and alcohol counselor, and counseling interns. For the first three years, the treatment component of the Sober School was supported with Title I funds. In 2010, SLOCOE successfully completed certification as a Drug Medi-Cal provider, allowing the program to bill for treatment services. While paperwork is intensive, Drug Medi-Cal provides sufficient funds to support the treatment component. After certification in 2010, SLOCOE was then able to expand the treatment program to create a pull-out drug and alcohol counseling program at every community school site. SLOCOE currently serves 90 students a month with either drug treatment or drug and alcohol counseling.

While complete sobriety from all mood-altering substances is the stated expectation of the program, staff realizes that harm-reduction approaches are of value since relapse is often a part of the recovery process. The long-term goal of the Sober School is a change in school culture. Before the program began, drug use was the norm and was addressed either through law-enforcement or agency referrals. Now it is common knowledge that there are students on every campus who are making a commitment to sobriety. This fact has transformed community school into a place where sobriety is openly acknowledged and supported.

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For more information about Sober School go to: http://slosoberschool.slocoe.org/

My contention is that creativity now is as important in education as literacy, and we should treat it with the same status.

– Sir Ken Robinson

STANISLAUS CULINARY INSTITUTE: LIFE LESSONS LEARNED IN THE KITCHEN

By: Telka Walser
Stanislaus County Office of Education

The doors have opened on a new opportunity for students: the Stanislaus Culinary Arts Institute. Located in Oakdale, the new facility features several classrooms, a conference room and a multi-purpose room, but the heart of the Institute is the culinary classroom. It's a huge room, half of which is dedicated to table groups for students to do classroom work, and the other half, which houses an industrial-style kitchen with multiple workstations. A proposed on-site greenhouse awaits State approval so that, eventually, students can grow their own greens.

"High school students are interested in food, and we knew such a focus would provide a venue for teaching hands-on and employability skills," said SCOE Director of Career, Charter and Alternative Education, Scott Kuykendall, who credits his interim predecessor, Cindy Young, for pitching the culinary arts idea.

"Even if kids don't enter the food business or make a career out of food, they get an idea of the real world," said Chef and Teacher Brent Rodriguez. "I can teach kids to make a rose out of a radish, but if they can't get past the interview or even get an interview, then what's the point? We do a whole unit on getting your foot in the door: dressing for success, filling out applications, interviewing and more. If kids have learned something about the industry and if they are better prepared to go into the job market and be competitive, then I have done my job."

Chef Rodriguez (center) provides instructions to students

The Culinary Institute opened the doors for powerful partnerships as well. First thing in the morning, Chef Rodriguez stands in front of Regional Occupational Program (ROP) students from Oakdale and Waterford High Schools. Columbia Junior College has already played an important role in that Gene Womble, the head of its culinary program, designed the kitchen. SCOE staff has extended the invitation to use this Oakdale facility as a satellite campus for Columbia for evening classes.

The County's own independent study students start their day with traditional academics and then move into the kitchen to experience the culinary arts. "These students, who

have struggled at other schools, have a chance to learn something new here and get some tools so they can go out and be successful in the job market," said Chef Rodriguez. "Without a program like this, they might fall by the wayside."

And the students care about what they are getting at the Institute. "I LOVE food," says Lucas Filippini. "I am taking this class to learn how to cook main courses. I am looking into the restaurant business as a career."

And he is not alone. Anna Widdess, a senior at Oakdale High and a hostess at Oakdale's Papapolloni Bistro, is applying to the Culinary Institute of America in Napa. "I enjoy being in the business. I hope to eventually open a restaurant."

Chef Rodriguez is realistic with his students about the restaurant business. "I don't sugar coat that restaurants are risky business. Lots of restaurants open, and lots close. I don't share this to discourage students, but it is a risky and challenging business with long hours," he said. "This program helps students decide if they want to pursue a career in food services."

I can teach kids to make a
rose out of a radish,
but if they can't get past the
interview
or even get an interview,
then what's the point?
We do a whole unit on
getting your foot in the door.

-Chef/Teacher Brent Rodriguez

No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure.

-Emma Goldman

REIMAGINING POSSIBILITIES: THE SYNERGY OF BLENDED LEARNING

By: Kelly Schwirzke
Santa Cruz County Office of Education

Blended learning can be a powerful mode of instruction in competency-based learning environments that include explicit, measureable, transferable learning objectives to empower students (Shubilla & Sturgis, 2012). Santa Cruz County Office of Education Alternative Education (SCCOE Alt. Ed.) teachers utilize innovative blended models for credit recovery, credit accrual and career technical education (CTE) pathways.

Blended learning is a fundamental redesign of instructional models and requires rethinking how class is structured, how time is used, and how resources are allocated. Blended Learning is "a formal education program in which a student learns at least in part through the online delivery of content and instruction, with some element of student control over time, place, path and/or pace," which occurs "at least in part at a supervised brick-and-mortar location away from home" (Horn & Staker, 2012).

Physical classroom space limits the times and types of learning students can experience. Blended learning models also enable schools to serve diverse student needs. Some students may need a flexible nontraditional learning model if they want to recover credits, self-pace or graduate early, or are employed. 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.

Many SCCOE Alt. Ed. schools create and support opportunities for students to take online and blended courses (credit recovery, credit accrual, electives, and CTE courses). SCCOE Alt. Ed. leadership supports blended learning in alignment with program goals focused on improving readiness for a global workforce. The shift in delivery is partially a response to drivers including:

- Individualizing learning paths
- Extending time and stretching resources
- Increasing access to electives and CTE courses
- Preparing students for the shift to online state tests in 2015
- Allowing students to have some control over time, place, path and/or space

Currently, SCCOE Alt. Ed. purchases licensed content from Accelerate Education to provide sequences of standards-aligned units, which promote autonomous study, and include embedded assessments that provide instant feedback, promote persistence, and are aligned to the Common Core Standards. SCCOE Alt. Ed. uses credit accrual as one measure of success. Since Summer 2012, Santa Cruz County Alternative Education students have successfully completed over 700 5-credit courses, and have kept 300 "seats" filled to capacity. The teacher chooses a start date and end date when the student is ready to begin a course. Students can complete a course early, or ask for additional time as needed. When one student completes a course, another student is able to fill the "seat" year round.

> BLENDED LEARNING CAN SUPPORT A PARADIGM SHIFT TO PERSONALIZED INSTRUCTION, AND TRUE TRANSFORMATIONAL LEARNING.

Teachers and students collaborate to determine a start and end date to personalize learning and accommodate individual learning plan timelines. SCCOE Alt. Ed. leadership utilize the considerations and quality planning tools found in *Keeping pace with K-12 online learning: An annual review of state-level policy and practice and the CCSESA California eLearning Framework* when making decisions in support of program educational goals.
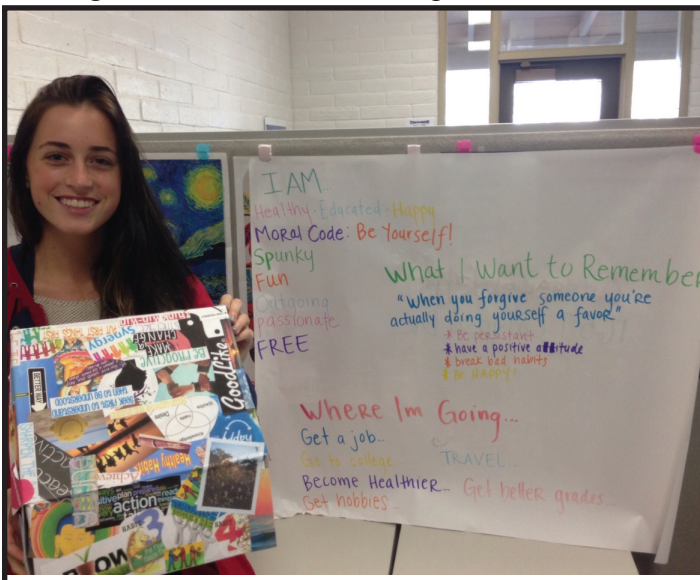
SCCOE Alt. Ed. teachers utilize three primary models of blended learning: rotation, flex, and self-blend. Students in rotation models transition from face-to-face instruction to online learning in computer labs or classrooms with devices like laptops or tablets on a fixed schedule or at the teacher's discretion. Flex models' curriculum and instruction are delivered primarily through the Internet and may be supplemented with projects, tutoring and small-group instruction by an on-site teacher. Students often work independently and at their own pace. SCCOE Alt. Ed. also utilizes the self-blend model, in which students choose online courses to supplement face-to-face offerings in the classroom or independent studies.

> I try to live without regrets and to remember that there is always a positive in the negative. You only have one shot at life, so speak your mind, live freely, and be proactive.
>
> —Audrey, OASIS Student

Case Study

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 is utilized 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 Staker, 2012). OASIS students enroll in licensed core and elective courses including: Botany & Zoology, Anatomy & Physiology, Psychology, Sociology, Child Development, Art History, Retailing, Hospitality and Tourism, Spanish I-III, and 7 Habits of Highly Effective People and others. Core courses in social studies, math, science and English are utilized for credit recovery and first-time credit.

In 2012, Independent Studies Teacher, Lisa Carlton, led a blended cohort model, which met weekly for

face-to-face, focused, teacher-led instruction that supported students in becoming more ethical, literate and empowered. Students were paced through an online Character Education course, which they completed outside of class time, on campus or at home. The online course asked students thought-provoking questions on personal values and character, and the face-to-face course gave students the opportunity to participate in group activities and reflection to help empower the student to live a productive and responsible life.

Carlton extols the promise of blended learning while describing the journey one of her students has taken since completing the blended Character Education course last year:

Audrey entered OASIS High School, a sweet, disorganized young woman. Likable and fun, she was unable to complete work steadily. Last year in our Character Education blended learning class, Audrey began to look at her amiable, "I like everything but don't stand for anything" way of being. By the end of the face-to-face and online class, she had publicly taken a stand more than once. She was now successful at working through online classes, although she still lacked academic consistency. I involved her parents in our efforts and Audrey was diagnosed with ADHD. This year she reached that magical last semester of high school, "gotta grow up," was prescribed ADHD medication, and began turning in creative, thoughtfully completed projects to demonstrate mastery in her online and face-to-face courses. She recently completed the online course, "7 Habits of Highly Effective People." Her final project reflects her level of commitment to her own life and the knowledge that she has gained about herself and her ability to be a great student and take that to college next semester.
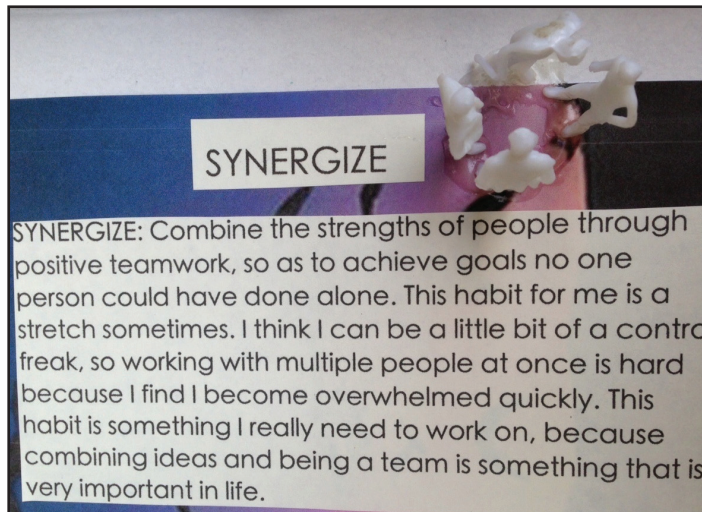
This year Carlton added project-based learning to transform a self-blend experience for Audrey into a project-based demonstration of mastery. Upon completion of her online "7 Habits" course, Audrey met with her teacher and proudly explained the critical thinking behind her design and how it demonstrated her learning. Audrey covered a box with images and words representing concepts she found meaningful. Inside the box she included a definition of each of the habits, as well as her personal reflection on how she is integrating the habit in her life, and included 3-dimensional plastic characters illustrating the habits. The habit "Synergy" is illustrated by a circle of people, while the habit "Seek First to Understand, Then Be Understood" is illustrated by two people facing one-another. After her dialogue with her teacher, Audrey crafted a reflective essay, and many drafts later, submitted her product titled "Meeting Myself". An excerpt follows:

SYNERGIZE

SYNERGIZE: Combine the strengths of people through positive teamwork, so as to achieve goals no one person could have done alone. This habit for me is a stretch sometimes. I think I can be a little bit of a control freak, so working with multiple people at once is hard because I find I become overwhelmed quickly. This habit is something I really need to work on, because combining ideas and being a team is something that is very important in life.

Searching for my identity has been both misleading and constructive. I was fifteen years old when I got into a lot of trouble. The consequences I had to face forever changed my past behavior and outlook on life. By the time I was sixteen, I had earned my driver's license, greatly improved my grades, and obtained a summer job. I had organized my priorities, which led me to the decision about what kind of person I wanted to be. This year, since I have handled my ADHD, I have re-evaluated my goals, taken steps for success, and become extremely content with my life. Now that I am stable, I can benefit others by spreading meaningful messages to my community. In my future, becoming an effective psychologist is ideal for me. This goal is in alignment with my values, because I love to impact others positively. I have

made mistakes, but turned them into motivation to walk a path of success and happiness. My message to others is this: Live with no regrets and remember there is always a positive in the negative. You only have one shot at life, so speak your mind, live freely, and be proactive.

When students experience the expectations of the worlds of college and career, they are likely to be more motivated to address their gaps and weaknesses (Shubilla & Sturgis, 2012). Audrey enrolled in an online psychology course last week, and she is committed to completing it before she graduates in June 2013. Online and blended learning offer the advantage of personalization, allowing individualized attention and support when students need it most. Blended learning can support a paradigm shift to personalized instruction, and true transformational learning.

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ENHANCING STUDENT LEARNING IN THE JUVENILE HALL CLASSROOM

By: Michael Lau
Stanislaus County Office of Education

The potential to enhance student learning in any Court School environment is extremely high. Students enter court school classrooms with learning challenges ranging from being English Learners to having years of absence from school. The role of the Court School Teacher is to bridge that gap and enhance student learning. Several strategies are used in the Stanislaus County Juvenile Hall school program to enhance student learning. Consider each as you would an "app" on your smart phone, and "download" the ones that you like.

High Expectations
We know from practical experiences that students will respond to daily opening phrases that encourage high expectations. Phrases such as "Work Hard, Work Smart, Make Me Proud of You!" are used daily to encourage students to develop high expectations. Research also shows that "Teacher expectations have been shown to have an indelible effect on student performance. Namely, that student performance will rise to the level of expectation or fall to one that is lower than their potential. The self-fulfilling prophesy of teacher expectations has a direct effect on student performance" (Nieto, 1994).

Classroom Themes
The use of a yearly classroom theme gives students a sense that the classroom has a specific learning objective and gives the teacher an opportunity to build a focused curriculum. This strategy will transition easily into the Common Core Standards. Themes also garner student interest and connectivity, especially with students who are frequently in and out of the Hall. A student has immediate academic familiarity. The yearly themes can help create an environment that fosters a love of learning and engages students in countless cross-curricular activities. Themes that have been used over the past few years are, "Learn Today, Lead Tomorrow," "Learn to Live, Live to Learn," and "Moving Forward, Forward Moving."

Weekly "Focus" Goals
Students set weekly "focus" goals for their life and learning goals for the classroom. Each student reviews their written goals at the beginning and the end of the week. Students who achieve their learning goal receive 5 extra academic points, improving their grades by as much as a full letter. All students participate in this activity. The foundation for this activity provides a subtle way to train each student to think about his/her short term and long term goals. Written on 3X5 cards, it is a simple but powerful way to give students another tool for success by teaching them a way to write and think about short term and long term goals when they leave Court Schools.

Student Recognition
All students can be recognized for positive attributes and contributions. The Stanislaus Juvenile Hall school program selects one student to be "Student of the Month." Qualities such as consistent academic effort, striving for credits, model behavior, positive attitude and a willingness to be a mentor to others are the specific criteria considered for selection. Early in the month, a number of students within the Unit are selected to be in the "Honor Circle." They are honored and recognized by receiving a Purple Folder. At the end of the month, the Student of the Month is selected from within the Honor Circle. The Student of the Month receives a green folder and a gold-colored shirt to wear. That person is first in line for meals, and moves to the Honor Room, but receives no other

special treatment. Students work especially hard for this opportunity.

Emphasize Reading

A strong emphasis on reading is vital. Students are allowed to select any book from the reading cart to take back to their rooms. In addition to book carts, each classroom in the Juvenile Hall contains boxes filled with lexiled books that are carefully selected to challenge and motivate students. Students who have met their learning goals for the week or who are in the Honor Circle may select a book from the box. After reading a book from the box, students complete a type of book report called "26 Ways of Looking at a Book." Students select from among 26 ideas such as: Give a Sales Talk, Prepare a PowerPoint Presentation, Write Your Own Test, Summarize Your Own Book, and others. The "26 Ways of Looking at a Book" has been aligned to Multiple Intelligences. A student is required to select 5 ways and will usually select the 5 that match his/her intelligence strength.

> INDIVIDUALISM HAS BEEN REPLACED WITH A TEAM CONCEPT TO THE POINT THAT POSITIVE PEER PRESSURE ENCOURAGES NEW ARRIVALS TO CONFORM TO THE GROUP'S PEACEFUL CLASSROOM SETTING.

Educational researchers have found that there is a strong correlation between reading and academic success. In other words, a student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader. Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context - failing this, they can use their dictionary effectively to do so. In summary, good readers can extract from the writing what is important for the particular task

they are employed in. And they can do it quickly! (Praetoreous, 2005)

Include Music in the Curriculum

Classical music is played every day following a 30-minute opening activity. Students even remind the instructor if he forgets to put it on! Music included in reading curriculum can result in a rise in student reading achievement test scores. A Title I reading program at Public School No. 9 in Brooklyn, New York, included music and the arts in the curriculum, resulting in a dramatic rise in student reading achievement test scores (Sallis, McKenzie, Conway, et al., 2003).

Low achieving readers learn to read when music and related arts are in the reading curriculum. In a study involving over 13,000 children in 43 schools, the ESEA Title I Evaluation Report of the Wichita Program for Educationally Deprived Children found gains were made in the corrective reading program when music and related arts were used in the reading curriculum (Thornburrg, 1989).

DO THESE "APPS" MAKE A DIFFERENCE?

According to one Probation Department Supervisor,

Unit 4 has been very successful in providing a safe learning environment for the students as evidenced by the reduction in violent incidents. One of the main reasons for its success has been the collaboration of the correctional officers with the educational teaching staff. Setting common goals for both entities and maintaining open lines of communication have helped transform a hostile atmosphere of rival gang tensions into a tranquil and neutral environment.

As a result of the actions and implementation of pilot programs, in 2012, not one Unit 4 school day was interrupted by a fight. This is a remarkable statistic considering that past documentation shows that typically, 34.5 percent of violence was occurring in the Unit in previous years. Observation of the Unit showed that rather than correcting what the students are doing wrong, the teacher has everyone's focus on identifying and rewarding good behavior. This has produced buy-in from the students. Rewards have been added for academic achievement. Individualism has been replaced with a team concept to the point that positive peer pressure encourages new arrivals to conform to the group's peaceful classroom setting. In simple terms, the students like being recognized for doing well. They like being recognized for meeting goals. They like being recognized for completing school work and earning credits. It gives them a sense of self-worth.

Thoughtfulness goes into the creation of each day's curriculum on Unit 4. Fresh ideas are routinely introduced, such as the addition of music in the classroom. Not just any music, but rather specific types of classical music with specific beats and melodies are used, which have proven to stimulate thought and mental activity. Having teachers who love their profession and are passionate about opening the minds of youths at-risk has made a huge difference.

Appropriate books and reading material have been added while books with inappropriate and violent content have been discarded. A noticeable amount of extracurricular reading is taking place outside of school, thanks to the encouragement and guidance the students receive in selecting subjects in which they have an interest.

An emphasis has also been placed on making GED attainment and High School graduations special. Important guests and family members are invited to the celebration and everyone shares a sense of pride in their academic achievement. The teachers in Unit 4 have stimulated the students' desire to succeed.

In the opinion of the Supervising Probation Officer for Unit 4,

> *This success would not have been possible without the support and backing by administration from both Stanislaus County Office of Education and the Probation Department. They placed their trust in an experimental program and passionate people with a desire to help at-risk youth succeed. A workplace with an atmosphere of positive reinforcement and encouragement has helped make Unit 4 a safe place to learn.*

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Michael Lau is a teacher at Stanislaus County Court School and teaches 11th and 12th grade boys. He is a previous contributor to JACCASAC. He lives in Elk Grove, California.

A Positive Approach to Student Behavior

By Paul M. Marietti
Ventura County Office of Education

Ask any teacher and they will tell you that student behavior in the classroom can make or break a lesson, and ultimately a career. Without a structured, positive behavior support plan, teachers cannot teach effectively and students cannot learn. This is especially true in alternative educational settings.

In general, teachers expect that students will exhibit the appropriate behavior for a given situation and that classroom rules will be followed, and in most traditional classrooms, they are. In alternative educational settings, students often arrive without the necessary social and academic skills they need to thrive. For alternative education students to be successful, rules and expectations must be taught explicitly.

Two very common problems with classroom rules are that they are stated in negative terms, and they are punitive in nature. Often, teachers assume that students know what behaviors are acceptable and which are not. As a result, students aren't told explicitly what appropriate behaviors look and sound like. Consequently, expectations are unclear, which leads some students to test disciplinary boundaries.

In order for teaching and learning to take place, teachers must be clear about the behaviors they expect from students, and they must also take the time to teach students the expected behavior for every classroom activity in which they engage. When students are clear in their understanding of expected behaviors, they no longer have to make assumptions and hence, are less likely to push boundaries. Teachers who establish clear and positive expectations for their students spend less time redirecting student behavior and more time engaging in the learning process.

Ventura County Court and Community Schools (VCCS) conducted an in-depth review of site level discipline data and determined they could do better. With the assistance of grant funding, Ventura COE implemented two Safe and Civil Schools' classroom management programs; 1) CHAMPS: A Proactive and Positive Approach to Classroom Management for K-8 Schools; and 2) Discipline in the Secondary Classroom: A Positive Approach to Behavior Management. Collectively, these approaches have been referred to as CHAMPS, which stands for Conversation, Help, Activity, Movement, Participation, Success. The guiding principal of CHAMPS is that for every activity and setting on campus, students ought to know explicitly how they may converse, how to ask for help, where they can go and what they can do.

> THE GUIDING PRINCIPAL OF CHAMPS IS THAT FOR EVERY ACTIVITY AND SETTING ON CAMPUS, STUDENTS OUGHT TO KNOW EXPLICITLY HOW THEY MAY CONVERSE, HOW TO ASK FOR HELP, WHERE THEY CAN GO, AND WHAT THEY CAN DO.

Through the implementation of these complementary Positive Behavior Support programs, VCCS have

been able to create a more clearly defined approach to student discipline, which has resulted in significantly reduced negative student behavior as well as increased student engagement in a variety of learning environments. VCCS students are instructed explicitly on the behaviors expected both inside and outside the classroom. Students are also taught what behavior is expected for the bus ride to and from school (The Bus CHAMPS). Once on campus, students are taught
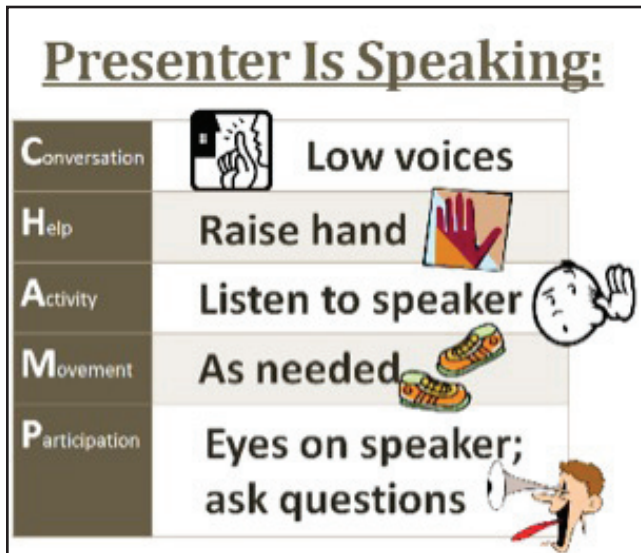

Figure 1: Example of
CHAMPS Posted in Classroom

what behavior is expected before and after school (The Quad and Corridor CHAMPS). During the school day, teachers consistently refer to the established behavior they expect to see and uphold the expectations for various classroom activities (Classroom CHAMPS), from direct instruction and collaborative group work, to classroom movement and sound level.

A typical day in the life of Community School Students emphasizes positive behavior intervention and support at every turn and involves explicit expectations and rules for behavior for all situations and environments. Our students' days begin on the bus where students are expected to follow explicit rules regarding noise level and seating assignments. Once on campus students pass through the Welcome Room, where they are greeted by staff and checked for contraband and dress code. The Welcome Room has its own set of behavioral expectations in which the students have been instructed and that they clearly understand.

Once in class, students follow the explicit expectations for behavior established by the teachers in each of their courses (see Figure 1). Teachers review their expectations for student behavior when beginning a class activity and when transitioning to a new activity. During these activities it is not uncommon to see teachers referring students to the behavior they expect to see, rather than admonishing them for engaging in inappropriate behavior.

Passing periods, nutrition and lunch are not exempt from behavioral expectations. While on campus and in the common areas, students are instructed by classroom teachers, administrators, and support staff in the expected behaviors they are to display. Even when a student is directed to the main office or to the restroom, there are clear expectations (CHAMPS) that have been taught and that they must follow.

By establishing expected behaviors teachers can empower students to make the right decisions and create positive nurturing learning environments. As educators we must be relentless in our belief that all students can learn, given the right circumstances and support. While our work is ongoing with the Safe and Civil Schools organization, our efforts have been rewarded by decreased levels of disruptive behaviors, and increased instructional time (see Figure 2). As a result, VCCS has experienced an increase in student achievement as evidenced by a 25 point gain on the API.
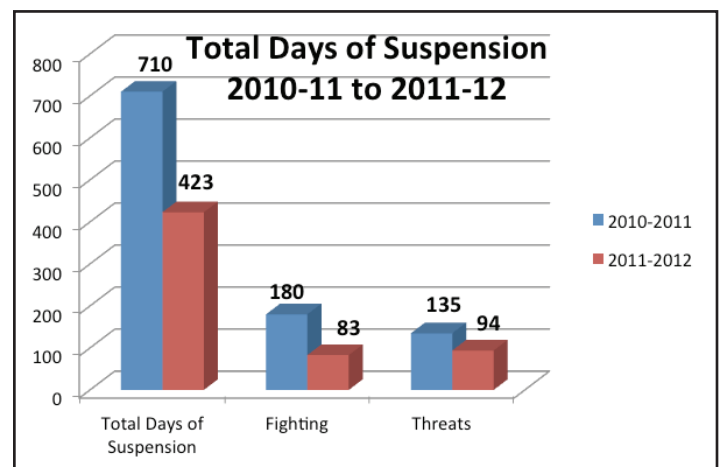

Figure 2: Two-Year
Comparison of Suspension Data

The J ournal of Juvenile Court, Community and Alternative School Administrators of California — CALL FOR PAPERS

Criteria:
• Combines 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, oriented.

Format:
• Recognizes other educators' cited work through either bibliography or footnote referencing
• Uses American Psychological Association publication guidelines
• Articles are double-spaced and four to twelve pages in length
• "Student Success" and "Innovative Program" contributions are one-half to 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
• If it has been previously printed, include permission to reprint.

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

Welcomes original articles, research papers and student success stories related to the

- ***purposes***
- ***goals***
- ***programs***
- ***practices***
- ***instruction and***
- ***management***

of Juvenile Court, Community, and Alternative Schools.

Papers to be considered for the Spring 2014 issue should be submitted by February 01, 2014

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Does Social Justice Play a Prominent Role in Alternative Education Programs So That There Is a Good Education for All?

By Tim Stoops and Ted Price

Introduction

There is an increased demand today for school administrators to "attend respectfully, immediately, and appropriately to the needs and requests of families with diverse cultural, ethnic, and socioeconomic backgrounds" (Shields, 2004, p.109). As a result educators have reason to be concerned with social justice as demographics shift, economic conditions continue to widen gaps socioeconomically, and diversity among school populations continues to expand. Ryan (2006) argued, "As diversity becomes more apparent in our schools and communities, the divisions that separate the advantaged from the disadvantaged have also widened" (p. 4.). Furthermore, as Shields (2004) observed, "Educators, policymakers, and indeed, the general public are increasingly aware that despite numerous well-intentioned restructuring, reform, and curricular efforts, many children who are in some ways different from the previously dominant and traditionally most successful White, middle-class children are not achieving school success" (p.111). Students who have been traditionally marginalized educationally have a greater likelihood of dropping out of high school prior to graduation, are less likely to attend post-secondary

schooling, and often lack the skills to be successful in the workforce (Ryan, 2006). Noguera (2005) argued that the problems in education are "manifestations of social inequality rather than lack of technical capacity. The real question is whether or not we care enough to provide all students, regardless of race and class, with a good education. So far the answer is no" (Noguera, 2005, p. 11, as cited in Lalas, 2006, p. 22).

The topic of providing equitable learning for students frequently manifests itself in current literature with references to standard-based assessment and student achievement (Cambron-McCabe, 2005; Gronn, 2002; Merrow, 2001; Skrla&Scheurich, 2004). "When policy makers are asked to identify social justice elements in their states, they point to high academic standards and stringent assessment strategies" (Cambron-McCabe, 2005, p. 202). Currently, the most widely used measure of equity is performance on mandated standardized testing. Ensuring that each child achieves proficiency on such assessments has serious implications. Funding may be impacted and schools themselves may be closed due to low performance. For purposes of this research and study, social justice leadership transcends

> SOCIAL JUSTICE LEADERS MAKE ISSUES OF RACE, CLASS, GENDER, DISABILITY, SEXUAL ORIENTATION, AND OTHER HISTORICALLY AND CURRENTLY MARGINALIZING CONDITIONS IN THE UNITED STATES CENTRAL TO THEIR ADVOCACY, LEADERSHIP PRACTICE, AND VISION.

defining providing equity in narrow assessment terms but rather utilizes Theoharis' (2007) definition of social justice leadership. This definition states that social justice leaders "make issues of race, class, gender, disability, sexual orientation, and other historically and currently marginalizing conditions in the United States central to their advocacy, leadership practice, and vision." (p. 223).

Social justice has an ambiguous interaction within Alternative Education (AE) programs. There is one interpretation favored by scholars such as Sagor (1999) who support Alternative Education if its "strategic use has the promise to be one of the better ways for us to provide every American child access to his or her birthright" (p.75). By contrast, Theoharis (2007) contends that social justice "cannot be a reality in schools where students are segregated or pulled out from the regular classroom, or receive separate curriculum and instruction" (p. 222).

One of the greatest challenges facing AE programs is the negative stigma attached to them, thereby suggesting that they exist as "dumping grounds or warehouses for at-risk students who are falling behind, have behavior problems, or are juvenile delinquents" (Kim & Taylor, 2008, p. 207). Kim and Taylor (2008) presented a groundbreaking study that addressed Alternative Education in terms of inequality and inequity. They examined an alternative school in terms of negative and positive themes from multiple perspectives of individuals within the school.

As a further extension of the dual interpretation of Alternative Education, they found that a "multidimensional state of disequilibrium permeated the school environment" (p. 217). The positive themes evidenced support for a caring environment among students, teachers, and administrators. Conversely, the negative themes evidenced a bureaucracy that was authoritative in nature and resulted in further marginalizing of students.

Kim et al.'s research also referenced the deficit thinking that often is encountered in a generalized educational setting, and particular, Alternative Education. According to the Paulo Freire Institute of Critical Pedagogy, deficit thinking is defined as the following:

Deficit thinking is the practice of assuming that students from particular groups such as low income, ESL, racial/ethnic backgrounds, are destined to fail in school because they have "internal deficits." Deficit thinking blames the victim instead of examining what schools can and SHOULD be doing to change their outcomes. It is a 'cop-out' used to validate inferior teaching practices and inferior student outcomes (Freire Institute, 2011).

The deficit thinking paradigm that exists in education today, places the educational failure on individual factors such as poverty, minority status, or family characteristics. Such blame is misdirected due to its lack of acknowledgement of systemic failure, often

> THE POSITIVE THEMES EVIDENCED SUPPORT FOR A CARING ENVIRONMENT AMONG STUDENTS, TEACHERS, AND ADMINISTRATORS. CONVERSELY, THE NEGATIVE THEMES EVIDENCED A BUREAUCRACY THAT WAS AUTHORITATIVE IN NATURE AND RESULTED IN FURTHER MARGINALIZING OF STUDENTS.

manifested by status quo institutions that marginalize students by school tracking, inequalities of school funding, curriculum that is inadequate and poor instructional quality.

Kim et al.'s examination of an AE program from a critical theory perspective examined the ways that the program was beneficial or not beneficial in terms of equity. The researchers described a beneficial program as one that provides "content, processes, rigor, and concepts that they need to develop and realize future goals" (p. 208). By contrast, programs that are not beneficial are "behavioristic, positivistic, and reductive" (p.208). In addition, such a program represents "social reproduction and social control and reinforces existing inequalities" (p.208).

Kim et al.'s work is also helpful to understanding Alternative Education in the context of critical theory. Critical theory (Giroux, 2001) examines the relationship between domination and subordination. It also emphasizes the importance of critical thinking by "providing an argument that is an indispensable feature of the struggle for self-emancipation and social change" (p.208). This theory likewise places emphasis on the ability to look at contradictions in society and in education as beginning points to formulate what is real versus what should be real in a social inquiry context. In terms of AE programs, the authors contend that the application of critical theory helps formulate an understanding by examining what is currently happening in Alternative Education and by examining who benefits and who does not.

The results of Kim et al.'s study in critical theorist terms reinforced the duality of AE programs in terms

of social justice. They found that the positive themes of the program were a caring environment for students and an atmosphere of trust among students and staff. However, there were negative themes of curriculum deficiencies and a consistent lack of substantive instruction. The significance of their findings found that caring and safe learning environments do not necessarily equate to equal and equitable education. Furthermore, mainstream education and status quo thinking marginalize not only students, but also teachers and administrators. Their recommendation emphasizes the need for policymakers to ensure that all voices are heard. This recommendation allows a reconsideration of traditional hierarchal structures in order to guarantee equitable practices.

As a remedy to counter further marginalization and to develop programs that are socially just in design, Sagor (1999) proposed a set of criteria for equitable youth education policy with Alternative Education as its focus. Such a model would, according to Sagor, help lessen the negative stigmas of AE programs. Sagor contends that too often Alternative Education programs become "the exclusive preserve for public education outcasts" (p. 73). He proposed that a four policy criteria be established in policy to warrant socially just outcomes:

Criterion 1: Children from disadvantaged backgrounds should attend schools where the likelihood of academic achievement is no less than for their more advantaged peers.

Criterion 2: As much as possible, public agencies should discourage schools from segregating students by demographic factors, especially those factors that have been shown to correlate to disparate outcomes.

> WITH LITTLE FORMALIZED RESEARCH IN THE AREA OF AE LEADERSHIP, ONE WAY OF ESTABLISHING A BASELINE FOR ITS CONCEPTUALIZATION IS TO COMPARE THE LEADERS OF AE PROGRAMS TO THEIR MORE TRADITIONAL SCHOOL ADMINISTRATIVE COLLEAGUES.

Criterion 3: In keeping with our awareness of the psychological and development differences between students, schools should make alternatives available to everyone for the development of academic skills.

Criterion 4: Affirmative measures should be used to ensure that neither stigma or status be attached to a choice of enrollment in any public funded program. (Sagor, p. 79).

THE PROBLEM AND THE RESEARCH

With shifting demographics and populations becoming increasingly diverse, educators are becoming increasingly concerned with social justice and social justice issues. "Though there are numerous well-intentioned efforts aimed at achieving social justice, many children who are in some ways different from the previously dominant and traditionally more successful Caucasian, middle-class children, are not succeeding socially or academically. These students are in effect, "left behind" without hope, without vision, and without equal access to the excellent education that children are entitled" (Brown, 2006, p. 701). With little formalized research in the area of AE leadership, one way of establishing a baseline for its conceptualization is to compare the leaders of AE programs to their more traditional school administrative colleagues. The research details the beliefs and practices of Alternative Education principals and traditional school principals in a context of social justice and equity-based leadership.

The purpose of this research study was to illustrate and examine the practices and beliefs of AE principals compared with those of traditional school principals in the area of social justice. By generating a comparison between the two, a distinguishing conceptualization of Alternative Education leadership will result. With insufficient published research devoted to Alternative Education leadership, such a model may provide a basis for modifying principal preparation programs. Moreover, it may assist in developing appropriate job descriptions for Alternative Education leadership positions. It may also help to develop appropriate leadership staff development for AE administrators. The current research also seeks to enhance the school leadership literature of traditional school principals.

The research questions were as follows:

1. Do you believe that your school presents equitable opportunities for all students?

2. What are the challenges in leading schools in terms of providing equity for all students?

3. Describe your training as an administrator in dealing with diverse school populations.

METHODOLOGY

The primary data collection method for this qualitative study was standardized open-ended interviews. AE principals and traditional school principals were asked a series of identical questions in a standardized open-ended interview format. One of the main purposes of the interviews was "to probe the ideas of the interviewees about the phenomenon of interest" (www.socialresearchmethods.net). Another of the goals of this research was to describe, through participant interviews, the practices and beliefs of the respondents regarding their leadership experiences in the context of social justice. Interviews provide "in-depth information pertaining to participants' experiences and viewpoints of a particular topic" (Turner, 2010, p. 754). "Qualitative interviews are special kinds of conversations or speech events that are used by researchers to explore informants' experiences and interpretations" (Mishler, 1986 and Spradley, 1979 as cited in Hatch, 2002, p. 91). With little published research devoted to Alternative Education leadership, the participants' interview responses will help to organize the participants' practices and beliefs in order to build a model of Alternative Education leadership.

The participants for this study were coded with either a letter "A" designating them as an alternative education principal, or with a letter "T" for traditional school principals. The participants were also assigned a number. There were a total of four Alternative Education principals and four traditional school principals selected for this study.

REPORTING OF FINDINGS

All of the Alternative Education principals (4 in this group) and the traditional school principals (4 in this group) answered all of the questions. What is reported here is a sample response from one representative of each group (represented here as either A1, A2, A3 or A4 or T1, T2, T3 or T4 for example) on each of the three questions asked of the individuals in each group.

Question One: *Do you believe that your school presents equitable opportunities for all students?*

Sample Alternative Education Principal's Response
Principal A1 stated that it was important for each student to have a "voice" whereby an adult can assist him or her when necessary.

A1: It's very important and one of my biggest goals for the students. As I was telling you, I have five residential programs that I oversee their education. I have all the kids who have the potential to fall through the cracks. If they are not given a voice and they are not given an adult to rise up to the occasion and help them, it's very easy for them to fall through the cracks. We have this chance to really connect with a child and have them recognize their own voice. They can borrow ours temporarily until they get their own. But have them recognize that they may be different and they may have different goals.

Sample Traditional Principal's Response
Principal T2 reported that it was important that students have a voice in the school. Having such a voice might result in tangible items (coffee machines for students) or have an intangible effect (better school climate). Principal T2 did not offer specifics regarding equity.

T2: I believe so. We have a group of students that meet on a regular basis from all walks of life; Special Ed., Regular Ed., honor students, down to kids who are in the office frequently, that voice their opinions and give their comments. For example, one thing that is coming out of that group is that actually potentially having a cappuccino machine in the cafeteria. It is something the kids want, and we are pursuing that. We should have one pretty soon. I think that if students know that they have a voice in their own school and that their concerns are met with a certain aspect of us taking them seriously, it improves school climate.

Question Two: *What do you believe to be the challenges (if any) in leading schools in terms of providing equity to all students?*

Sample Alternative Education Principal's Response
Alternative education principal A2 reported that a challenge in leading school's equity is getting teachers to recognize the importance of each individual student.

A2: It is a challenge for teachers sometimes to recognize that all students should get a fair shake. Fortunately it's a low percentage of our teachers that fit that category but we do have some. I think it's important that we provide professional development for all of us. The poverty kids learn differently than the regular so called kids. The old thing-do you know me well enough to teach me?" It's important that our teachers realize that. In our ELL kids, it's important to celebrate that.

Sample Traditional School Principal's Response
Traditional school principal T4 described that the school wanted to create equity for each student but the reality was that some teachers would judge students based on previous interactions with the families, or prejudge the students in general.

T4: You know, I think it goes back to that we want to treat every kid and give every kid equal opportunity. But I think a lot of it is a judgment on, as much as I hate to say this, but what does the kid look like when they walk in your room? What does he or she act like? Are they a motivated student? Are they smart? Do they have a good attitude? Are they polite? Are they dirty, or are they clean? You would like to think you're giving every kid the same opportunity, but all those things, regardless of whether you want to admit it or not, play a part in how you deal with those kids. I think it is especially true for teachers when they're dealing with those kids. It is hard for them not to judge some of those things.

Question Three: *Describe your training and principal preparation in dealing with diverse school populations.*

Sample Alternative Education Principal's Response
A4 indicated that the university /principal preparation was minimal. A4's formalized training was more in the area of Special Education.

A4: Minimal. It's all on the job training. More of a Special Ed., emotional support, and mental health background is what it has been.

Sample Traditional School Principal's Response.
T3 reported that there was little to be recalled from the university and principal preparation training.

T3: I don't know. I don't remember a lot of that training.

Note: All of the Principals' responses (for both groups) are available for review. Please contact the researchers if you have interest in additional detail about the responses.

DISCUSSION OF FINDINGS
The findings were reported as unanimous in agreement if all four principals of each group had similar

responses. The findings were reported as having strong agreement if at least three of the four principals had similar responses. The findings were reported as some agreement if two principals had similar responses. If there was no agreement among the responses, the findings were coded as no agreement.

Question One: *Do you believe that your school presents equitable opportunities for all students?*

There was strong agreement among the Alternative Education principals' beliefs that equity for students was important. Two reported the importance of equity in terms of curriculum access, while the other two reported that students accepting each other and being provided a voice in the school were their most important equity issues. There was strong agreement among traditional school principals concerning equity for students. Two described external factors that contributed to inequity outside of school. One reported the importance of students having a voice, while the remaining principal thought that equity practices were ensured due to a lack of minority students in the school.
There was strong agreement between the two groups' beliefs regarding the importance of equity for all students. The Alternative Education principals and the traditional school principals had minor differences in their responses, but were in the support of equity for all students.

Question Two: *What do you believe to be the challenges (if any) in leading schools in terms of providing equity to all students?*

There was some agreement among the AE principals in describing the challenges of providing equity to all students. They reported that encouraging the staff to recognize the importance of providing equity was a significant challenge. One administrator reported that her own background enhanced her level of awareness in overcoming challenges. There was also some agreement from the traditional school principals in

reporting that encouraging teachers to embrace a more equity-based philosophy was the primary challenge. One principal cited external factors outside the school that create the biggest obstacle to creating equity for all students.

There was little difference between the two groups in their beliefs of the challenges of providing equity in their school or program. The majority of principals responded that the primary challenge was creating a shift in their teachers' thinking to embrace what they believed to be the merits of equity.

Question Three: *Describe your training and principal preparation in dealing with diverse school populations.*

The Alternative Education principals had strong agreement that their principal preparation program was insufficient in preparing them to work with diverse populations. Two of the principals described the importance of mentors, while the other two answers ranged from minimal preparation to no preparation at all. The traditional school principals had strong agreement that their principal preparation program in dealing with diversity was non-existent.

There was no difference between the two groups' beliefs relative to their experiences at the university level in terms of diversity. Both groups reported that their training was poor or non-existent.

CONCLUSION

Theoharis (2007) stated that social justice leaders "make issues of race, class, gender, disability, sexual orientation, and other historically and currently marginalizing conditions in the United States central to their advocacy, leadership practice, and vision" (p. 223). This research examined the practices and beliefs of AE principals in leading groups of students who have been traditionally marginalized from the traditional school setting. Adding to the complexity of the issue of social justice is that Alternative Education students are excluded from their traditional school due to the nature of their placement in the program.

There was strong agreement among the AE principals' that equity for all of their students within the program was important. Half of the principals believed that the optimum way to ensure equity was for Alternative Education students to have the same curriculum as other schools in their district. Half of the principals described the importance of providing them a voice in the school to promote equity. The practices of AE principals described four different practices in working with traditionally marginalized groups of students. Each practice emerged as a positive theme that has helped to facilitate student progress in their programs. The identification of positive themes is consistent with the research of Kim and Taylor (2008) that encouraged the use of identifying positive themes to lessen the negative perception of AE programs.

One of the greatest challenges facing AE programs is the stigma attached to them, thereby suggesting that they exist as "dumping grounds or warehouses for at-risk students who are falling behind, have behavior problems, or are juvenile delinquents" (Kim & Taylor, 2008, p. 207). The AE principals did not describe such a stigma of their program as a challenge. There was some agreement among them that their biggest challenge was encouraging the staff to embrace a more equity-orientated approach in dealing with students. This reported challenge validates the work of Kim & Taylor (2008) that described deficit thinking that existed by some staff in working in an Alternative Education program. There was strong agreement from the AE principals that their principal preparation program did not address social justice issues. They unanimously reported that there was no training in dealing with diverse populations.

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The Juvenile, Court, Community, and Alternative Schools Administrators of California

SCHOLARSHIP APPLICATION

ABOUT THE JCCASAC SCHOLARSHIP:

Student must be a graduate/GED recipient during the current school year; nominee must be enrolled in higher education or training program prior to release of the scholarship funds; student must attach a one page letter regarding future plans and how the scholarship funds will be used; student agrees to complete follow-up surveys.

Scholarships are $250 and are awarded 2 times a year: March and July. Continuing student may re-apply.

NOTIFICATION:

Proof of enrollment must be received within 2 years of notification; once proof on enrollment is received, the scholarship check will be mailed to the recipient.

PLEASE FAX PROOF OF ENROLLMENT AND COMPLETED APPLICATION TO:

Sandy Mast JCCASAC Treasurer   Santa Cruz County Office of Education
fax to: (831) 466-5730

STUDENT DATA

Name: _____ **Please PRINT in ink or TYPE**

Permanent address: _____ City/State/Zip: _____

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:_____ Telephone Number:_____

Address/City/State/Zip: _____

Date of Enrollment: _____ Number of Enrolled Credits: 3   6   9   12   15   18
(Circle One)

SIGNATURES

School Program Administrator _____ Date _____

JCCASAC Scholarship Committee Rep. _____ Date_____

WWW.JCCASAC.ORG

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Southern Section

Andrea Meier
San Joaquin County

Reynaldo Astudillo
Orange County

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