

The Journal

of Court, Community, and Alternative Schools

Spring 1998, Volume 10

"If youth is the season of hope, it is often so only in the sense that our elders are hopeful about us."

George Eliot
Middlemarch (1871)

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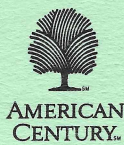
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of Court, Community,
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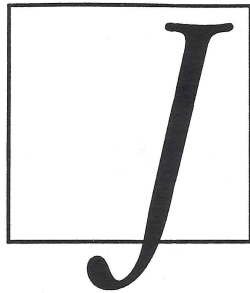
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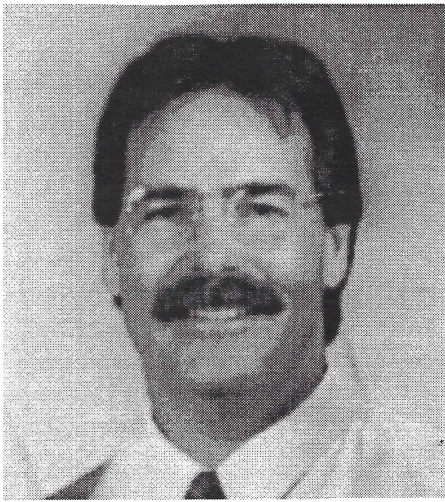
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The President's Message

Mick Founts

San Joaquin County

The term "at-risk," in reference to students who attend Court and Community Schools, reflects not only the world we have created, but also reflects the product of our thinking. Teachers who teach at any level can recognize those students who struggle academically, socially, behaviorally, and/or emotionally; it is what we do, or do not do, following this recognition that is so important and so much a product of our thinking.

In the world that we have created, we send students down one of three paths. We tend to either pass students on, ready or not, to the next educational level; we allow those students who do not "fit" to simply disappear to the streets; or we send students to alternative educational programs that, by definition, are apart from mainstream educational society. These paths are products of our thinking and indicative of the world that we have created.

It would seem that when a student has problems in education, whether those problems are of an academic, social, or

emotional nature, we would want to address those recognized problems in a way that would prepare that student to not only advance, but also remain as a part of that positive educational and social environ-

ing that has created the world in which we live.

We expect people in general to be tolerant, mindful, and appreciative of the differences of others, willing to work cooperatively with those who need more or less to be successful, and problem solvers rather than problem makers. Yet, we often create an educational system that is for those who can either fit in or tolerate the traditional, ignoring the fact that an interwoven path of educational alternatives would not unweave the fabric of our educational system, but would in fact create one which addresses the need to educate a growing number of youth who simply cannot advance in a system that ignores differences.

If we are satisfied with the world as it now stands, and the future that will result from our current thinking, then our existing system of education serves us well; if we are concerned about the growing number of students who do not fit within the traditional system, then it cannot be changed without changing our thinking. ■

**The World we
have created
is a product
of our thinking:
It cannot be changed
without changing
our thinking.**

Einstein

ment from which she/he is currently apart. Passing a student on who is not ready, allowing that student to move out of school to the streets, or sending that child to programs that, by definition, are apart from the educational and social mainstream, reflects the think-

Juvenile Court, Community and Alternative Schools Administrators of California

An Invitation for Membership

Juvenile Court, Community and Alternative Schools Administrators of California (JCCASAC) is an organization that provides leadership, inservice, direction, and information to administrative personnel involved in juvenile court and community school education programs. JCCASAC functions as a support system to these professionals by providing activities, projects, and services in the following areas: Instructional Program, Staff Development, Evaluation, Legislation, Special Funding, Personnel Procedures, Communications, Networking, Interagency Coordination, Pupil Personnel Service Research, and Management Development.

- Directory of JCCASAC Members
- Newsletter
- Journal of Court, Community and Alternative Schools
- Material exchange
- Northern and Southern section meeting notices
- Information regarding state conference
- Professional growth and support activities
- Networking
- Administrative Resource Manual (available for a small printing fee)

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Name: _____

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I am applying for membership in the Juvenile Court, Community and Alternative Schools Administrators of California as an:

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ACTIVE MEMBER:

Active membership shall be restricted to the certificated personnel who are County Office of Education (COE) Superintendent of Schools employees and who supervise or administer programs within the Juvenile Court, Community, and Alternative Schools of the various counties, or who exercise supervisory or administrative authority over the Juvenile Court, Community, and Alternative Schools of various counties.

ASSOCIATE MEMBER:

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HONORARY MEMBER:

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DUES: Zero Cost.



CCSESA

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Phone: (760) 471-6187 • FAX: (760) 471-7152



JCCASAC



Thoughts from the President Elect

.....

Dolores Redwine

San Diego County

"Our Stars Shine Brightly"

After 27 years as an instructional leader, I still feel we must respect and recognize the needs of children as a whole. I also strongly believe that each child has the potential to learn and the right to become a strong, productive citizen.

Our purpose as educators should be to provide our diverse population of students with the following: safe learning environment, responsible adult role models, and the tools to be positive, self-assured youth who will be able to give back to their community, as well as become proactive, respectful young adults in our democratic society. We must be accountable in addressing the personal and instructional needs of our youth.

In order to continue being successful, we must constantly strive to provide the best innovative programs, instructional strategies, and accurate student assessment. Thus, we better equip our students in reading, math, technology, self-esteem,

tolerance, and school-to-careers skills.

We need to ensure that our students exiting our programs leave with a feeling of accomplishment and that their academic skills have increased. They will be able to transition from our programs into their school district, job or higher level of education in a successful manner.

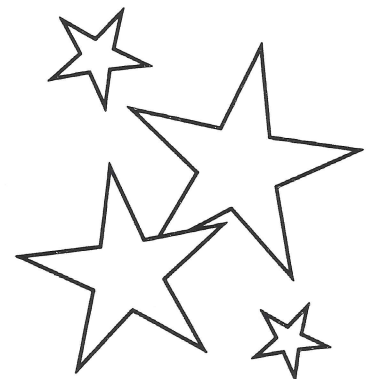
For the first time, most of our students feel they have someone they can trust and rely on, as well as a listener who truly cares about what happens to them.

Our youth should be able to hold their heads high and feel confident about their triumphs. They should also be able to look forward to tomorrow because it offers hope, opportunity, promise, and a purpose in life.

These are our stars and it is our responsibility to prepare them to shine brightly, meet the challenges of the 21st century, and to be successful in whatever path they may choose. ■



Our youth should be able to hold their heads high and feel confident about their triumphs.





"Our Stars Shine Brightly"


JCCASAC
1998 Annual
State Conference
May 13-15, 1998
U.S. Grant Hotel
San Diego County
San Diego, California

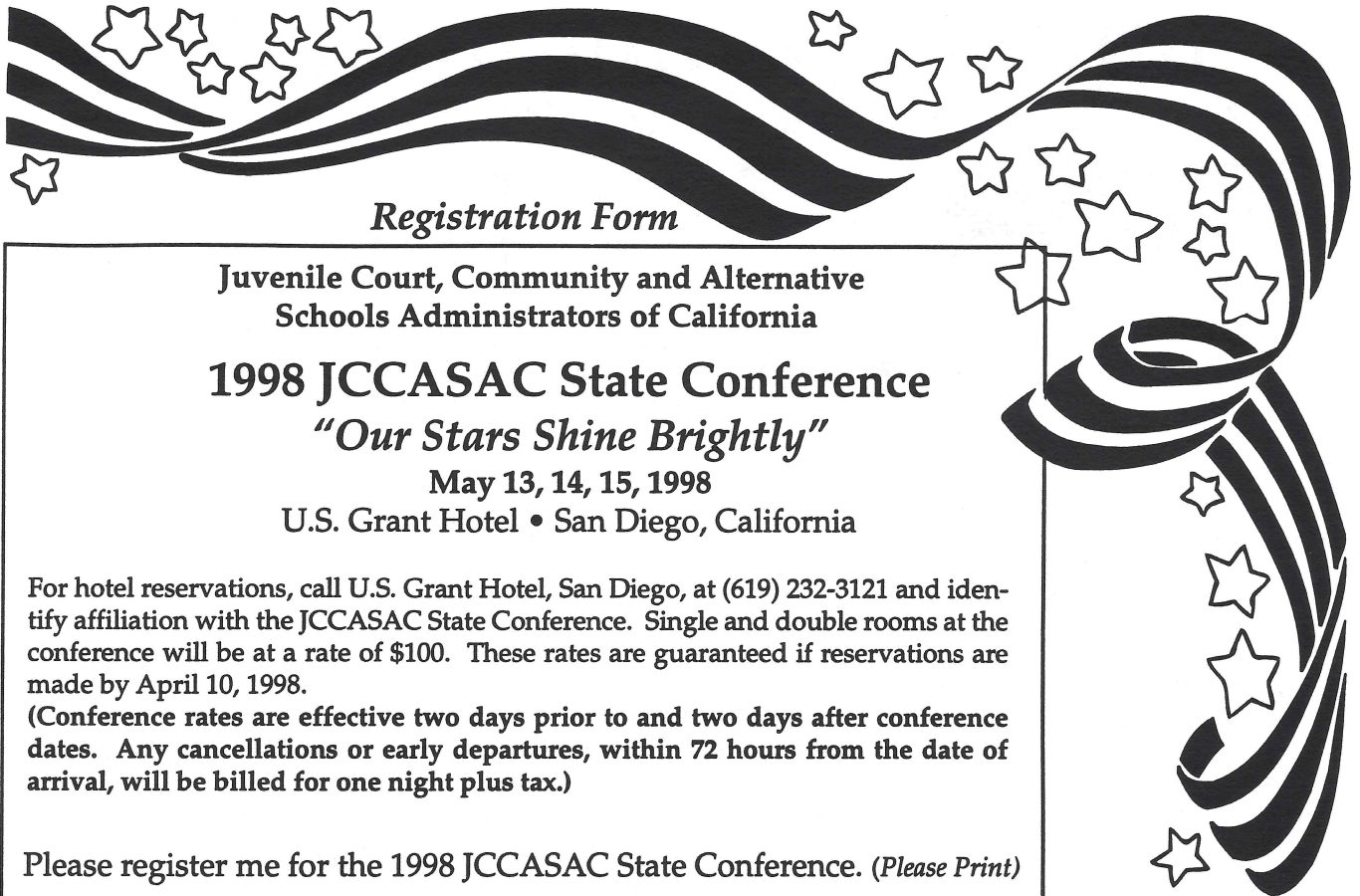
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Registration Form

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"Our Stars Shine Brightly"

May 13, 14, 15, 1998

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For hotel reservations, call U.S. Grant Hotel, San Diego, at (619) 232-3121 and identify affiliation with the JCCASAC State Conference. Single and double rooms at the conference will be at a rate of \$100. These rates are guaranteed if reservations are made by April 10, 1998.

(Conference rates are effective two days prior to and two days after conference dates. Any cancellations or early departures, within 72 hours from the date of arrival, will be billed for one night plus tax.)

Please register me for the 1998 JCCASAC State Conference. *(Please Print)*

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Registration Fee (Due April 10, 1998): \$160

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**By registering
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page 4.**

County Community Schools: The TEACHER Makes the Difference

By Ted Price, Ph.D.
and Mohammed Forouzesh, Ph.D.

“Conscientious and successful teachers find an abounding satisfaction in the social significance of their work. Not only is teaching a field that is replete with opportunities for servicing one’s fellows, but the service that it renders is indispensable to the life of the community, the state, and the nation.... Teaching, then, is not only an important occupation; under the conditions of modern life it is an absolutely essential occupation.”

An Introduction to Teaching
William C. Bagley and John A. H. Keith
The MacMillan Company, 1924

**The words above,
written in 1924,
still hold true today
as affirmed in this
1996 evaluation project.**

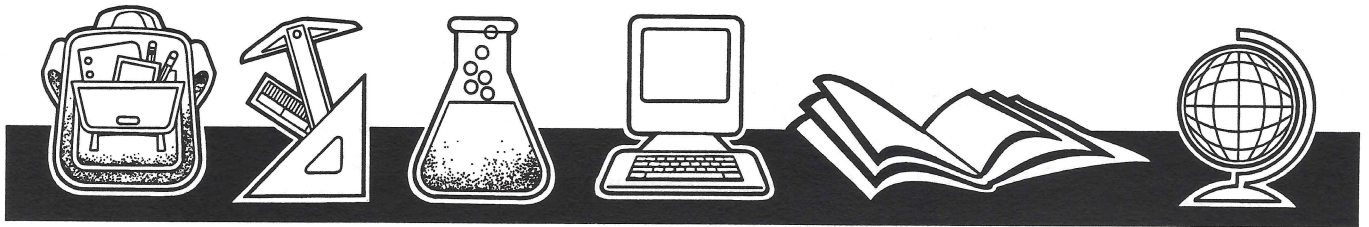
When an educational options program is successful, when students have moved from a point of below-level academic standards and/or discouragement to a place of increased skills and a hope for the future, it is wise to observe and analyze the conditions that led to that success. One of the ground-level means of assessment remains the insights and opinions of those who have most benefitted from a successful program—the students themselves.

With this in mind, the Orange County Department of Education (OCDE) conducted an evaluation project in 1996, under the expertise of research and evaluation consultant Dr. Mohammed Forouzesh, professor, California State University Long Beach. The thrust of this project focused on evaluating the success of the Orange County Community Schools in preparing students for academic success, family life, and future employment. The findings reveal that the success of the student is inseparably linked to

the instruction received from the teacher.

The OCDE County Community Schools have had significant results with at-risk students. By offering the option of individualized programming as a powerful teaching strategy, many at-risk youth have experienced success in school for the first time. Success has been measured in terms of improved attendance, reduced behavior problems, and accumulation of high school credits.

Another result of these programs was apparent in 1995-96, when Orange County had the lowest school drop out rate for any large urban county in California (California State Department of Education). In a statewide comparative study, Orange County had the safest schools, based on incidents reported and crime rates, in 1995-96 (Orange County Department of Education). In that same school year, an impressive 32



percent of the OCDE County Community School students returned to their local school district. Due to positive outcomes, these programs are growing in size, scope, and number in Orange County.

In California, county community schools have been designed to provide a safety net for unique students who, for various reasons (mainly disciplinary

Success has been measured in terms of improved attendance, reduced behavior problems, and credit accumulation.

actions), are unable to attend school in their local district. While many teaching and learning strategies are utilized in educational options programs, the most successful programs are based on simple and sound principles: meaningful student/teacher interaction, students at the center of their own educational programming, appropriately designed lessons and materials, teacher encouragement and transition assistance. According to the *1997 Alternative and Correctional Education Schools and Services (ACCESS) Evaluation*

Report by Carter White, Ed.D., such principles were affirmed to be a critical part of the Orange County alternative schools program:

The highest ratings on the surveys [*distributed to principals, teachers, and students*] included the level of teacher commitment, level of teacher involvement with students, assistance with personal learning plans for students, and appropriate support for students. (pg. 11)

Teachers in Orange County Community School programs play a prominent role as facilitators and mentors and are actively involved in selecting course content, designing learning activities, program planning, staff and student selection, and evaluation. An examination of these programs finds that teachers tend to have *more* control over the entire spectrum of questions and conditions pertaining to the student and the classroom than is common in traditional education programs. One of the expected outcomes of the Orange County Community Schools program proved to be a strong relationship and influence between teacher and student, creating an atmo-

sphere that students found engaging. Students who had a history of difficulties with their previous instructors worked well with the teachers of the Orange County Community Schools.

Methodology

When conducting an evaluation, the primary goal remains to synthesize research with actual findings. Following the research recommendations for follow-up evaluations as suggested by the U.S. Department of Justice, several objectives were taken into consideration (Smith, 236) in this study.

First, the evaluation sought to discern the characteristics of students involved with the Orange County Community Schools program. The second objective was to define the nature of instruction in these schools. The third objective was to identify and evaluate

Teachers in County Community Schools programs play a prominent role as facilitators and mentors...

County Community Schools: The TEACHER Makes the Difference

the long term effects of the program.

In the summer of 1996, a list of over 300 graduates of the Orange County Community Schools program was obtained from six high school sites which are a part of the Orange County Community Schools program. The selected locations—Yale, Summit, South, West, Central, and North—represented sites throughout the geographic region of Orange County. A telephone survey (which included trained bilingual interviewers) was designed in collaboration with the staff and administrators of each site.

Data was gathered through self-reporting. According to the requirements of the Office of Juvenile Justice and Delinquency Prevention, information obtained by self-reporting may be used for statistical purposes or research studies, as long as the data does not bear the juvenile's identity (Smith, 234). This research is based on aggregate data.

Due to high mobility and transition among these students, it was anticipated that an extensive follow-up would be needed to complete each subject's interview. Past experience with the same population had proven that a 10 percent follow-up rate is what was to be expected. Each telephone call was made with the anticipation that various roadblocks would be encountered: "out-of-service" telephone numbers, subjects absent at time of call (necessitating call-backs), or uncooperative subjects. The actual difficulty with completing each interview proved

mainly to be either the inability to locate the subject or the phone number not being in service, rather than the subject's level of cooperation.

A total of 74 subjects were interviewed for the evaluation. This follow-up represented almost 25 percent of the total sample. The subjects were asked demographic questions such as age, gender, ethnicity, home language, family life, and reasons for attending Orange County Community Schools. In addition, the student's attitude regarding the overall program was determined through questions relating to specific aspects of the program, such as grades, academic problems, relationship with their teachers, and post secondary involvement. (See Figure A for Student Survey.)

Projected evaluation outcomes anticipated that findings would offer data indicating that students who had participated in the Orange County Community Schools program would demonstrate:

- higher academic skills and better grades (higher grade point average) than before entering the program,
 - improved interpersonal relationships as a result of the student/teacher experience,
 - increased confidence in their educational abilities due to a safe learning environment, and
 - increased goal-setting and decision-making skills, leading to advancement in higher education and/or career placement.
- Survey questions and

FIGURE A

STUDENT SURVEY

Part I

1. What is your: Age: _____ Sex: M ___ F ___ Birth Place: _____

2. Ethnicity: (A ___) (B ___) (H ___) (W ___) (O ___)

3. What is your Home Language: _____

4. How would you rate your overall experience at Horizon High School?
 Excellent ⁴ Good ³ Poor ¹

5. What was your overall Horizon High School GPA? (Please give me your approximate GPA)
 GPA: _____

6. What was your overall GPA before attending Horizon High School? _____

7. How long did you attend the Horizon High school? _____ (in months)

8. Did you attend any other schools before going to the Horizon Academy? How many High Schools _____ / How many Middle schools _____

9. At what grade level did you first start having problems with school work? Grade _____

10. What was the reason(s) for being sent to the Horizon Academy? (Please list two)
 1. _____
 2. _____

11. Did the amount of attention you received from your teachers at the Horizon?
 Increased a Lot ¹ Stayed the Same ² Decreased a Lot ³

12. While attending Horizon High School, was there a special teacher or a person in that school that gave you extra attention, you looked up to and/or mentored you?
 Yes ___ No ___ If yes, How? _____

13. Did attending Horizon High School prepare you to continue your education? Yes ___ No ___ If yes, How? _____

14. Are you planning to enroll in any school? Yes ___ No ___ If yes, please name: _____
 (Make sure whether they are enrolled in a college or a trade school)

15. Did attending Horizon High School prepare you for a career? Yes ___ No ___

16. Have you attended any job training programs such as ROP (Regional Occupational Program)?
 Yes ___ No ___

17. Did you feel comfortable with other students in the Horizon Academy? Yes ___ No ___ If no why? _____

18. In your opinion, what kinds of students would benefit the most by attending the Horizon High School program? (Please Describe) _____

19. What were three things you liked best about Horizon High School?
 1. _____
 2. _____
 3. _____

20. What three things you would change about Horizon High School?
 1. _____
 2. _____
 3. _____

21. Most people say that students who attend Horizon High School don't spend enough time in a formal classroom. Do you believe you could have benefited more in a structured type school?
 Yes ___ No ___ (Ask student to explain their comments)

22. How about any health problems? Have you ever experienced any health problems that affected your education? Yes ___ No ___ If yes, please explain. _____

23. Who did you mostly live with while growing up?
 (i.e. both parents, mother only, father only, grandparents, family relatives, foster home, agency or institution, or friends)

24. Do you consider your overall living arrangements since birth to have been:
 Extremely stable ¹ some what Stable ² Unstable ³ Extremely Unstable ⁴

25. Are you a parent now? Yes ___ No ___ If yes, How many children do you have ___?

26. Have you ever been arrested? Yes ___ No ___ If no, go to Part II. If yes, What was the reason(s)? (Ask other questions, i.e. Have they ever been on probation, in jail, how long)
 1. _____
 2. _____
 3. _____

27. Have you ever been affiliated with a gang? Yes ___ No ___ If yes, at what age? _____

28. What was your age when you got arrested for the first time? Age _____
 Now I am going to ask you some different questions

PART II. Attitude Towards School

29. On the scale of 1-5, one being Strongly Agree, and five being Strongly Disagree, did attending Horizon High School helped you to

	STRONGLY AGREE	1	2	3	4	5	STRONGLY DISAGREE
1. Improve your study habits	1	2	3	4	5		
2. Stay in school	1	2	3	4	5		
3. Improve your grades	1	2	3	4	5		
4. Help you do better in your school work	1	2	3	4	5		
5. Improve your relationship with your teacher	1	2	3	4	5		
6. Set goals for yourself	1	2	3	4	5		
7. Resist peer pressure	1	2	3	4	5		
8. Improve communication skills with your family/parents	1	2	3	4	5		
9. Get closer to other adults	1	2	3	4	5		
10. Accept other points of view	1	2	3	4	5		
11. Tolerate frustration	1	2	3	4	5		
12. Better concentrate on your work	1	2	3	4	5		
13. Work without adult support	1	2	3	4	5		
14. Help you stay away from drugs and alcohol	1	2	3	4	5		
15. Receive your High School diploma	1	2	3	4	5		

At this time thank the subject for their time and cooperation

FOR OFFICIAL USE ONLY

Phone Number you called: _____ Your name: _____
 Their case number (see the roster): _____ Today's Date: _____
 Use the back side for additional comments. _____ Time of the day: _____

findings were divided into two parts:

1. Description of the student population
2. Outcomes:
 - a. Academic outcomes
 - b. Attitude toward the school

Findings

1 *A description of the student population* was gleaned by defining the participants (age, gender, culture, language, life-style, and reasons for attending school). It is helpful to understand the large region which the Orange County Department of Education services. Orange County covers a widespread geographic area of over 780 square miles. The population of this county in 1996 was over 2,640,000.

At the time of the interview, over one-third of the students were either 19 or 20 years of age, with 16 percent being 18, and 14 percent being 21 years of age. The findings of the evaluation reveal that the gender of the population was almost evenly divided. Males made up 57 percent of the population and 43 percent were female.

The ethnic demographics were consistent with the overall demographics of Orange County. One half of the students were Hispanic, 44 percent were white, and the Asian students counted for 4 percent of the population. English was the home language for 82 percent of the students, with 16 percent having Spanish as their home language. The majority of the students involved in the program were fluent in English.

The life-style of the student population was examined with

regard to the family situation and consequences experienced for behavioral problems. Students living with both parents while growing up comprised 76 percent of the population. Of those interviewed, 20.5 percent reported being a parent. Approximately one-third had reported being arrested, leaving the remaining two-thirds taking advantage of the program for other reasons such as teenage pregnancy.

Thirty-one percent of the students reported that they had been arrested in the past for the following reasons: DUI (driving



Among all those surveyed, the overall G.P.A. increased by one point from the point of entry to the point of exit in the program.

under the influence), illegal possession of drugs and/or firearms, shoplifting, robbery, violating probation, grand theft auto, attempted murder, curfew violation, and possession of stolen property. Most of the students reported being arrested at age 14, followed up by those arrested at age 15 and 16. Only 16 percent of the students reported having been associated with a gang.

The two most common reasons given for attending the Orange County Community School program were truancy and being expelled from their local district high school. Other reasons included problems with law enforcement, drugs, disci-

pline, low G.P.A., boredom in a regular school, and pregnancy. Twenty percent had experienced some form of health problem.

2a *Academic outcomes* (academic level, school experience, and continued education) as determined by the group included assessment of the learning environment from the graduates' vantage point. Over half of those interviewed had attended the school for at least one year. Close to 33 percent of the subjects attended the school for between 7-12 months, with 57 percent having attended for over a 12 month period. This extended participation lends credence to their overview of the program and validity to the students' insights regarding various aspects of the program, particularly student/teacher interaction.

The majority of students reported that their academic problems began during their high school years; most of the students had attended at least one other high school before coming to the Orange County Community Schools program. Eighty percent of the subjects reported that they began having academic problems during grades 9-12, and 14 percent started having problems during the middle school years. Students who had attended between one and two high schools prior to coming to the Orange County Community School made up 77 percent of the population, while 18 percent had attended three to four high schools.

Participants were surveyed regarding their grade point

County Community Schools: The TEACHER Makes the Difference

average, before and after attending the school. Among all those surveyed, the overall G.P.A. increased by one point from the point of entry to the point of exit in the program.

Directed questions helped determine an academic performance profile. Before attending the County Community Schools program, 43 percent of the former high school students reported that their G.P.A. was less than 2.0. Forty-nine percent indicated that their G.P.A. was between 2.0 and 3.0, and only 8 percent had a G.P.A. between 3.0 and 4.0. However, after attending the Orange County Community School, 58 percent of the students reported that their G.P.A. was between 2.0 and 3.0, and 42 percent had a G.P.A. of 3.0 and 4.0.

A dramatic statistic is that the majority of the graduates reported an increase in teacher attention as contrasted to their other school experiences. **Eighty-one percent of the students reported that the amount of attention they received from their teachers at the County Community Schools increased, with 18 percent reporting that the amount of attention received remained the same. Seventy-four percent reported that they received special attention from a teacher reflecting mentorship, understanding, motivation, advisement, and demonstrating personal commitment to the students.** It is not surprising, therefore, that *the aspect most liked was the teaching staff.*

The school experience becomes an important part for

every student. What the surveyed students liked most about the school were the teachers, followed by scheduled hours, setting their own pace, one-on-one attention, and the classroom environment without group pressure. What they would like to change about the school pro-



The majority of the graduates reported an increase in teacher attention as contrasted to their other school experiences.

gram ranged from having a more rigorous academic program, more electives, more hands on computer skills, to more social activities. The majority of the students made the commendable recommendation for the adoption of a stronger academic and technology curriculum. **Eighty-three percent of the students reported that they would *not* have benefitted from a more structured type of school.**

Overall, 63 percent of the former high school students rated their experience at the Orange County Community School they attended to be excellent, and 37 percent rated their experience as good. When asked what kinds of youth would benefit the most from attending the alternative program, the former students highlighted five main areas: those who need motivation, students failing regular school, those who are troubled, those who are willing to seek help, and teen mothers.

Seventy-five percent of the students reported that attending the Orange County Community Schools prepared them to continue their education and actually primed them to go to college through guidance, raising their self-confidence, and supporting their understanding of personal responsibility. Furthermore, 37 percent reported that attending the alternative high schools prepared them for a career; 17 percent have attended some form of job training. Seventy percent of the subjects reported that they are enrolled in post secondary institutions such as community college, and/or a university. This statistic is a strong commendation for the program's success.

2b The graduate students' *attitude toward the school* was examined more closely by their response to survey questions relating to their improvement in four major areas:

- a) Achievement (Did they stay in school? Did their grades improve? Did they receive their high school diploma?)
- b) Interpersonal relationship skills (relationship with teachers, communication skills, ability to accept other points of view, and personal interaction with other adults)
- c) Aptitude (concentrating better on school work, working without adult supervision, improving study habits, improving school work, and setting goals)

d) Personal behavior (tolerating frustration, resisting peer pressure, staying away from drugs and alcohol)

To determine how much students felt they were helped by the program, the four areas were examined through fifteen topics. Survey data, based on a 1-5 rating scale that determined how effectively the program helped them: 1 being "Strongly Agree" and 5 being "Strongly Disagree," indicated that they were helped. The graph (see Figure B) gives a visual picture of the graduate students' expressed attitudes toward the Orange County Community School which they attended.

The chart is designed in descending order, with the top of the graph exhibiting those areas which the students felt had been most enhanced by being a part of the program. The survey results showed that over 91 percent of the students felt that they had experienced an improved student/teacher relationship. Moreover, 90 percent chose to stay in school, and nearly 89 percent had improved grades. A noteworthy 98 percent of the students surveyed had earned a high school diploma.

Most disheartening, though not most surprising, is the low percentage of students who were able to rise above negative peer pressure. This is an area which must be taken most seriously in the field of education and addressed with powerful tools to help students break away from self-destructive emotional and physical behaviors. Excellent curriculum (i.e., a three-part series entitled *From Peer Pressure to Peer Support* by

Shelley Mackay Freeman) has been adopted to deal with this continuing problem.

Areas that are strong, but could possibly be improved through a more concentrated focus, are goal-setting abilities and the ability to transfer to other relationships the learned relationship/communication skills developed through the student/teacher relationship. This would include relationships with peers as well as other adults. In this area, as well as others, the graph becomes not only an assessment tool, but a guide for future improvements.

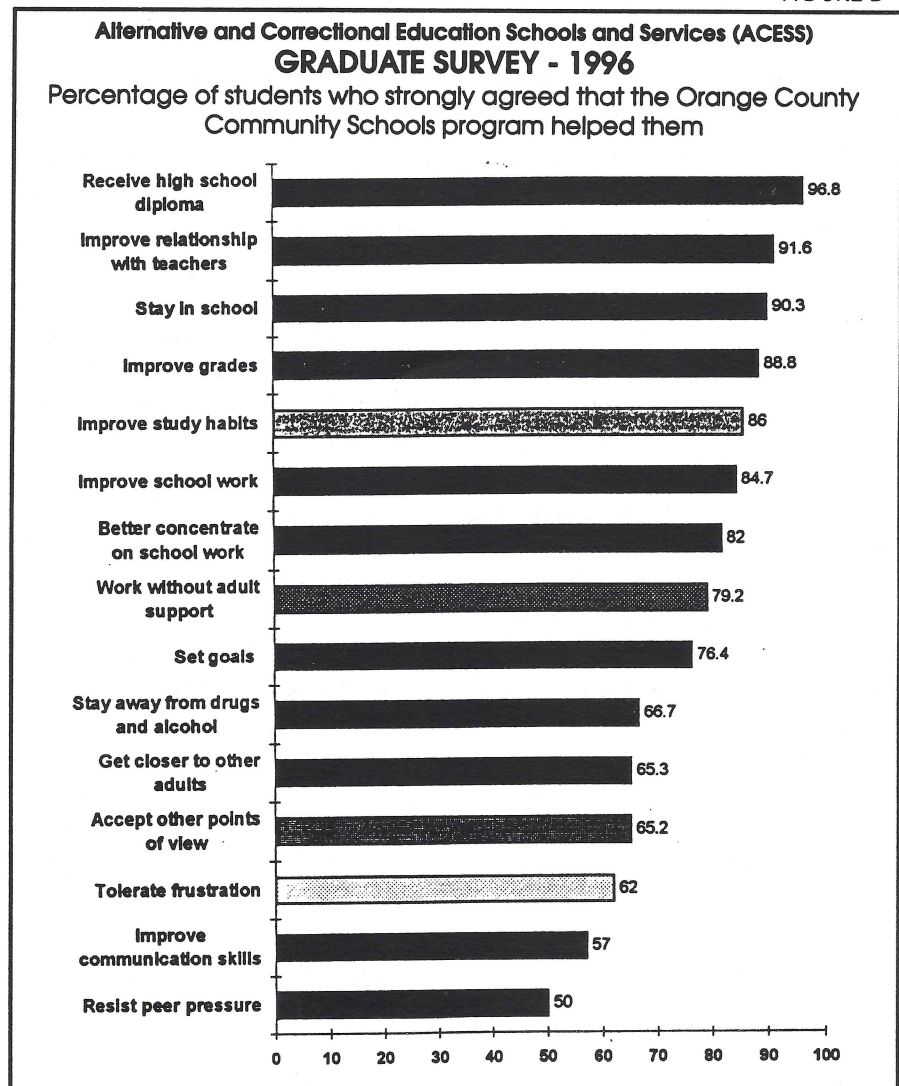
Evaluation analysis further revealed that students feel more comfortable in this environment and have a renewed sense of

self-motivation as a result of a more intense student/teacher relationship. Other studies have promoted the idea that alternative educational options, such as the individualized programming strategy used here, foster higher self-worth, more positive attitudes about school and people, higher academic performance, and decreased delinquent behavior than when they attended more traditional schools (Cox, 220).

Conclusion

This evaluation project demonstrated that the

FIGURE B



County Community Schools: The TEACHER Makes the Difference

primary purpose of the Orange County Community Schools—to ensure that every student get an education and receive a high school diploma—is overwhelmingly successful for those who graduate. Also, an important indicator of the results of a school environment is the ability of the students to transfer learned behavior to other areas of their lives. The in-

evidence that the Orange County Department of Education Community Schools provide hope and direction for many students whose academic progress has been interrupted by such factors as attending numerous schools and/or having to deal with multiple challenges. Complex health or personal problems, difficult family issues, and/or going in and out of correctional

this influence is the only reason the student was motivated to complete high school. These students are often uninterested in a traditional school setting and find the structured environment confining. The fact that in this program they receive individualized attention from a caring adult, along with a less structured environment without the



The evaluation revealed that students feel more comfortable in this environment and have a renewed sense of self-motivation as a result of a more intense student/teacher relationship.

creased life skills of respect for authority, effort, and self-motivation are indicated by the high percentages shown in such topics as: improved relationship with teachers, increased grade point averages, and staying in school.

Summary

When summarizing the findings of such an evaluation, the projected outcomes must be revisited. The question must be asked: Did the students who attended Orange County Community Schools demonstrate improvement in academic skills, interpersonal relationships, confidence in self, and goal-setting/decision-making abilities? The findings answer with a resounding “yes.”

The effectiveness of any program is evidenced by a change in behavioral patterns and/or reduction in crime in the at-risk student population (Smith, 146). The evaluation administered in 1996 gave clear

institutions can contribute to inconsistent academic progression.

The level of effort these students put forth in order to graduate from high school is great despite the many odds that are working against them. Research has found that recidivism rates were higher among those who had not completed high school (Beck, 1). With recidivism among juvenile offenders a continuing problem in California (56 percent in 1993), programs such as these hold an important place in the community (Camp, 16). Due to socio-economic conditions, most of the students interviewed had a history of delinquency, and the individualized program provided through the Orange County Community School created a safe haven to experience a renewed beginning which resulted in high school graduation.

As supported by the survey, the most important attribute of the school is the profound influence the teachers have had on the graduates, and often

normal group pressure, allow them to set their own pace where they can flourish and succeed.

The findings of this evaluation should serve to inspire future research into the effects of student goal-setting and positive learning environments with the goal of bringing academic success to student populations that are often considered, inside and outside the educational realm, to be without promise. Through tracking the future of individual students to determine the life-style trends of graduates, program improvements and transitioning strategies can be enhanced for future students in the Orange County Community Schools program. In addition, the evidence of the benefit of a strong student/teacher relationship should serve to stimulate further innovations in this field for teachers who are committed to encouraging at-risk students to pursue productive, healthy, and happy adulthood.

The evaluation survey conducted by Dr. Forouzesah for the Orange County Department of Education, Alternative and Correctional Education Schools and Services, gives evidence that the Orange County Community Schools program has been extremely successful on two fronts:

- 1) helping students to find a return path to their education, and
- 2) guiding students to explore new paths, in behavior and goal setting, to their future.

Individualized programming, under the guidance of a caring teacher, within the positive environment of the Orange County Community Schools creates a learning environment where students can achieve results. Results, such as earning graduate certificates, can be tools for students in becoming and remaining productive members of the adult community.

This evaluation project confirms that Orange County Community Schools continue to be both beneficial and successful in directing young men and women to become confident individuals, with a future and a hope.



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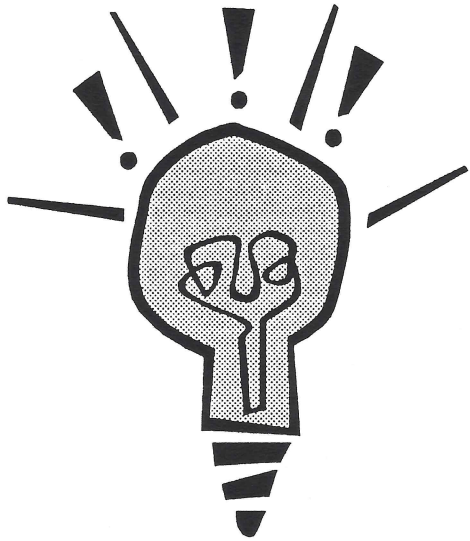
MOHAMMED R. FOROUZESH, MPH, Ph.D. CHES is currently a professor and the chair of the Health Science Department at California State University, Long Beach. For the past seven years he has been extensively working as a researcher for various projects, including the Comprehensive Alcohol and Drug Prevention Pilot Project (CADPE) and the "Choices for Life" projects funded by the Office of Criminal Justice Planning. Dr. Forouzesah serves as research and evaluation consultant to many California school districts and is actively involved in such programs as *Project Yes!*, a gang prevention curriculum.

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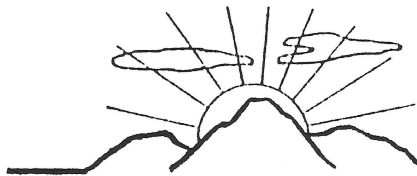
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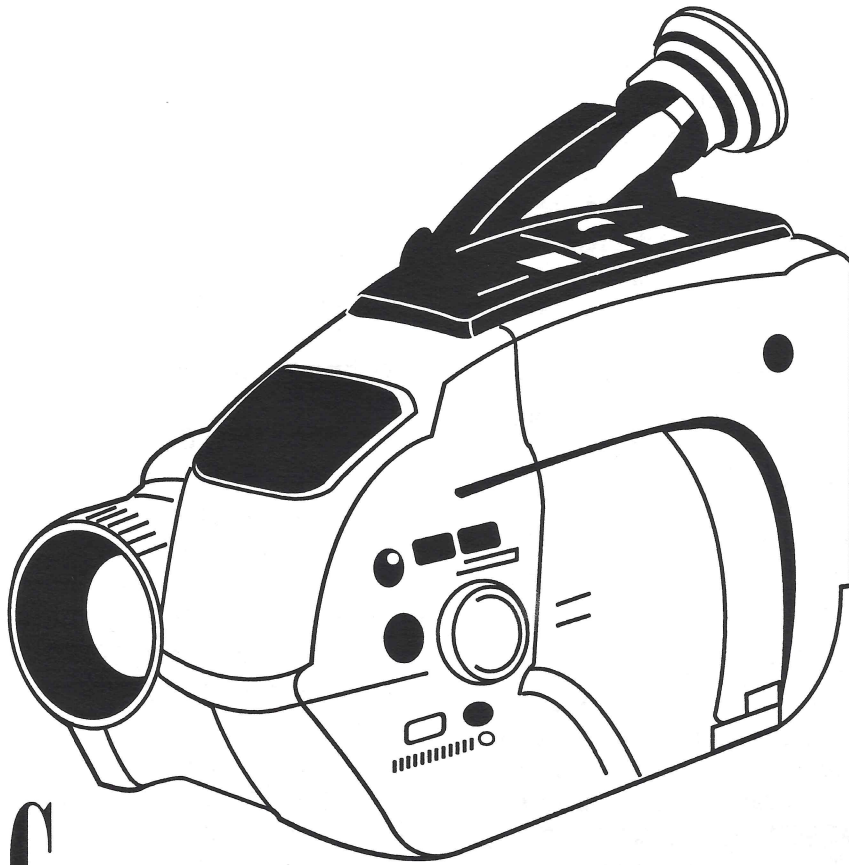
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Community Learning Center is a charter school under the court and community school umbrella of the Kern County Superintendent of Schools Office. Charter schools, by design, were enacted by the legislature to, in part:

- Improve pupil learning;
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving;
- Encourage the use of different and innovative teaching methods; and,
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Using a new instructional strategy called "technology-based distance learning," Com-

munity Learning Center has woven the strengths of classroom instruction with the flexibility of independent study and included the innovation that technology has to offer. Student-built computers, home page design, and Internet research skills are a daily part of the curriculum for all students.

Initially, one integral instructional strategy at the charter school involved media-based instruction. Students checked out videos which reinforced lessons they were reading about, or had discussed, during class time. But the passive nature of watching a video and answering the questions didn't match the needs of the MTV generation to which most of our students belong.

The Community Learning Center's steering committee decided that the students

Increasing Possibilities for Success: *A television broadcast success story*

By
Jeanne Hughes
and Connie Sack

needed to be more actively involved while learning and realized that television and video *production* might be the ticket. True to the spirit of the charter, which calls for innovative teaching methods and expanded learning experience for students, "Cyclone Productions" was born.

Creating a production company involved finding funding sources, buying suitable equipment that was capable of producing a quality product (but was still student friendly), and developing partnerships with local television broadcast affiliates and our county office technicians. Locating appropriate training for staff and students was also an essential component of the project.

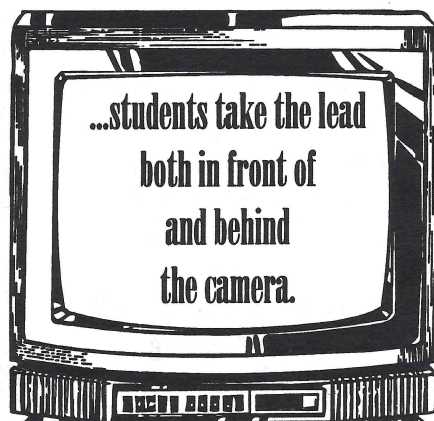
Once the foundation was laid, the real work began with students taking the lead. A name for the production company and the format for the monthly show was decided on by the students. The focus for the show would accent the positive contributions teens can make and the possibilities for student success within a community. In line with this philosophy, students would take the lead both in front of and behind the camera.

"Cyclone Productions" began producing a television show appropriately named *Possibilities*. The show is an educational teen talk show which airs the last Friday of the month at 10:00 a.m. on KETN. The 30 minute format has an additional 30 minutes of airtime which is a rerun of prior shows. Kern Educational Television Network has two television broadcast studios in the Kern County Superintendent of Schools

Office that are utilized for the taping of the show.

Teacher Patty Knight, *Possibilities* hostess and producer, states, "I have a global picture of the community mentoring teens and turning their eyes on teens in a positive way." Topics for the show have included:

- Making Wishes a Reality* (featuring the Make a Wish Foundation)
- Juvenile Justice System*
- Keeping Kids in School* (The Opportunities in Alternative Education)
- I Need A Job*
- Choosing Freedom* (Intervention and Prevention of Chemical Dependency)
- Choosing Not to be a Teen Parent*
- Teen Heroes* (In partnership with a local television station to be aired both on the county educational channel and with a local affiliate.



The show is entirely crewed by Community Learning Center students under the supervision of two very dedicated teachers, Patti Knight and Beverly Byrd, in affiliation with Kern County Superintendent of Schools Office

broadcasting staff. The students are trained and serve as director, technical director, camera operators, audio soundboard operators, and student audience participants.

Prior to the taping of the show, students are involved in writing the script, generating interview questions, and participation in dress rehearsals which include laying out the shots during taping. Postproduction activities include: editing the audience participation shots and interview segments; completing the video feed; inserting graphic roles; and adding the credits.

Students appreciate the responsibility that is given to them as they are entrusted with high quality, expensive television equipment. Student participant Clint expressed his appreciation for this unique opportunity, "This is awesome. It is the only thing positive going in my life right now."

The success generated by the active participation of the students in "Cyclone Productions" truly embodies the intent of charter schools and the need for alternative learning strategies for at-risk youth. Patti Knight speaks for all involved when she sums up the endeavor: "It has evolved into more than I have ever envisioned!"



About the Authors

JEANNE HUGHES has been with Court/Community Schools since 1975. She has served as a teacher, head-teacher, principal, and is currently the Director of Court/Community Schools for the Kern County Superintendent of Schools Office.

CONNIE SACK joined the Kern County Superintendent of Schools Office as the principal of the Community Learning Center in 1996. Previously, she served as a teacher, department chair, Assistant Dean of Students, and Dean of Students for the Kern High School District.



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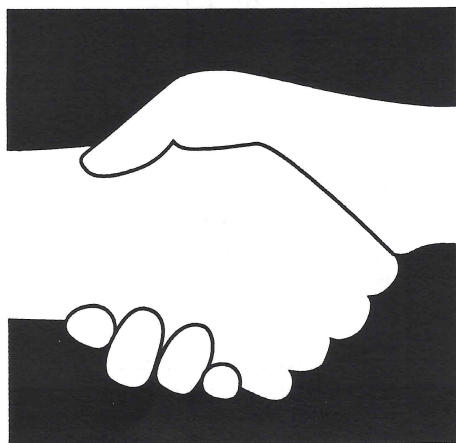
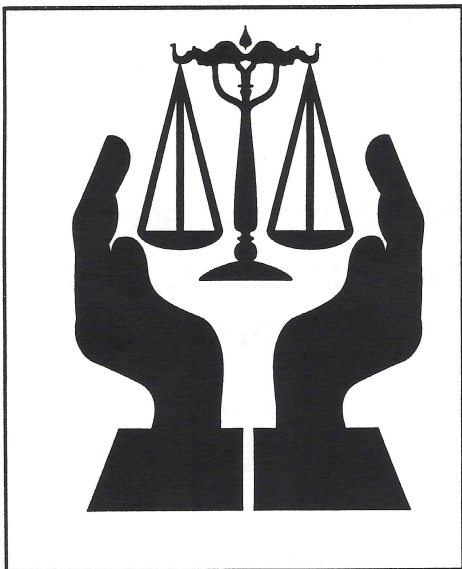
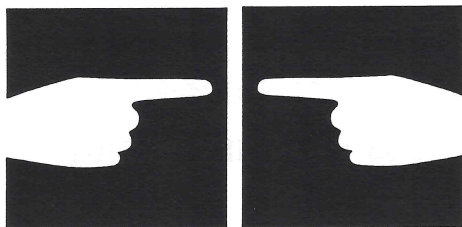
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PEER MEDIATION: A Successful Program for Violence Reduction

By Dan Murphy and Gloria Roberts



The Hayward County Community Day School (HCCDS) is a campus of the Alameda County Office of Education. Located in Hayward California, it serves students who have been expelled from school districts in Southern Alameda County.

Background

Hayward County Community Day School serves roughly 45 students with a faculty of three teachers, two aides, an administrator, a half-time school psychologist, and a secretary. Major concerns are truancy, discipline (i.e., fights, arguments, defiance of authority), and gangs.

Hayward County Community Day School accepts students from all areas of Hayward and surrounding communities of Southern Alameda County. As in many other urban communities, Hayward has a long history of gang problems that are, in general, associated with regional "turf." The two main areas are divided on a north-south basis. Students from rival gangs share the campus and often attend the same classes. The 1995-96 school year experienced a significant increase of violence between rival groups. This resulted in several drive-by shootings. The faculty experienced minor gang related discipline problems on campus until the beginning of April in 1996 when a community related gang confrontation erupted.

Consultant Selection

In the spring of 1996, the faculty of the Hayward County Community Day School (HCCDS) applied for a grant to develop an on campus violence reduction program. This proposal was 1 of 14 funded in Alameda County, California. The project funding is for a period of three years.

The HCCDS faculty developed a selection criteria for a training consultant. The primary criteria was to contract

with a consultant who had a documented record of successfully reducing conflicts and violence in a school or community center with an ethnically diverse population. The consultant also had to be able to provide training for staff and students.

It was thought most realistic to try to implement our violence reduction program in stages. The first priority was to continue providing a safe campus. It was felt that a well-developed mediation program could at least reduce the factors that lead to campus conflict. With training and the backing of our faculty and support staff, our students would be empowered to reduce the conflicts themselves.

The second area of conflict and violence the faculty wished to reduce was that which spills over from community to the school. Students needed to learn to deal with conflicts and settle disputes without violence on campus.

Finally, the faculty wanted a program which would enhance students' communication skills, provide them with techniques to reduce their own anger and frustration, and empower students to reduce and resolve conflict in their own lives.

Mediation Training

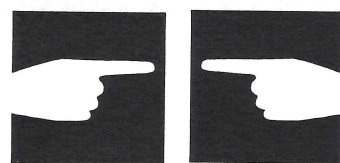
In the fall of 1996, the HCCDS entered into a contract with Mediation Services

of San Leandro, California to provide mediation training to our students and staff. The HCCDS violence reduction program was implemented during the 1996/97 school year.

The first element of the violence reduction program was staff training. In discussions with consultant Roland Ellingston, it was decided the faculty should participate in two after school sessions. Staff members were subsequently involved in the student training sessions as well.

A two-session student-training program was the second element. Student groups were limited to twelve participants selected by the faculty and a student trainer. The intensive training sessions included brief lectures, films, discussion, modeling, role-playing, and game playing. Students were exposed to presentations by victims of violent conflicts which could have been prevented through interventions such as mediation. Primary motivators to buy into the program included holding the training sessions off campus and providing students with a continental breakfast and a pizza or deli lunch.

Follow-up training for the students took place twice monthly as part of a mini-class program. Students who completed the training became student mediators.



**Each
disputant
must
listen to
the views
of the
other,
respond
to them,
and
come
to an
agreement
about the
solution
to the
conflict.**



PEER MEDIATION: A Successful Program for Violence Reduction

They intervened in several student conflicts and were responsible for defusing a number of potentially violent situations. Peer mediations involve teams of two student mediators and an observer who takes disputants aside and works through the mediation process. It is only employed on a voluntary basis by the students who are willing to participate in the mediation.

The process is a formal one in which the mediators direct communications from the disputants. Each disputant must listen to the views of the other, respond to them, and come to an agreement about the solution to the conflict. Since this is a confidential process, the only record is a brief summary form indicating the subject of the dispute and a brief statement of the outcome. The entire process takes place behind doors and faculty or staff is not involved.

The first training session took place during December 1996, and program implementation began in January 1997. Referrals were made by student, teacher, the administra-

tor, and instructional aides.

Program Implementation

Through the course of the year, 30 mediations have taken place, 26 of which were judged as successful by the mediator. Two mediations dealt with a conflict over

previous semester, we were able to use the services of a student who had left our program in July but was willing to continue to support the school program.

Outcome

Since the inception of the peer mediation violence reduction program, fights and conflicts have been reduced significantly at HCCDS.

This may be due to several factors: the number of student mediators is significant in our small population; mediators are readily available for teachers and students.

Perhaps most significant is that we have not limited involvement in the training sessions to student leaders but have included a cross section of our population, including some of our most troubled youth.

Of the 27 students who participated in peer mediation training during the 1996-97 school year, 25 were accepted back to their districts of origin for the fall 1997

The faculty wanted a program which would:

- **Enhance students' communication skills,**
- **Provide them with techniques to reduce their own anger and frustration, and**
- **Empower students to reduce and resolve conflict in their own lives.**

personal property; two dealt with fights; the remaining twenty-six dealt with verbal conflicts including rumors, gossip harassment, and threats.

Students have learned to use their skills outside of the school setting. Student mediators have reported using techniques learned in community interactions. At least two of our student have been asked to participate in mediations in the community through Mediation Services.

Prior to our first training session in the present school year, a conflict arose on campus. Since only one trained mediator remained from the

semester. Exceptions were one student who was incarcerated and another who started the program so late in the spring semester that he was not yet eligible to return to his home district until the end of the fall 1997 semester.

The faculty of Hayward County Community Day School views the peer mediation program as very successful. This may be due to several factors. About 20 percent of the student population are trained mediators, so they are readily available when their services are needed. Students have bought into the program and, generally, are willing to abide by the outcome of the mediations. Since the mediation program began, there has not been a need to call for assistance from the police student resource office to intervene in student disputes.

Student mediators from HCCDS have been featured in a public service commercial for the Eden Youth Center. They were the only ones from an alternative school who participated in the mediation-training program. Mediation Services used one student mediator to help solve a family conflict in the community. He was reported to be an excellent resource person to a family in conflict and apparently helped empower them to resolve their problem.

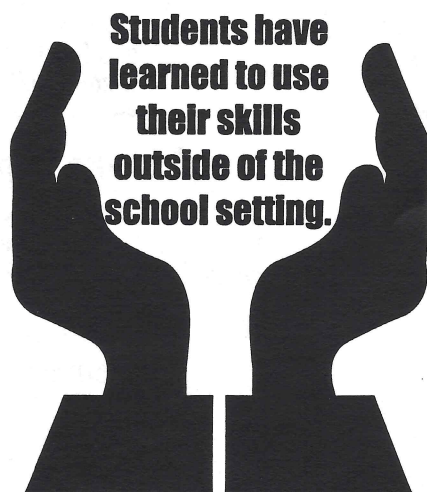
Looking to the Future

During the coming year, students who are involved in

physical or verbal conflicts which result in suspension will be required to participate in peer mediations.

Additionally, peer mediation will focus upon enhancing student involvement in school programs. Many of our students have had negative experiences in academic elements of school. They are passive-resistant in the classroom. Since the goal of this school is to return the students to their district school at the earliest possible date, it is imperative that they receive help in achieving a measure of academic success.

To achieve that goal during the 1997/98 school year, the peer mediation



program will be expanded to encompass peer-counseling situations. Successful student mediators will receive peer-counseling training developed by Mediation Services. It is anticipated that teachers, working with peer mediators, may help motivate and encourage

more students to participate in academic activities. Hopefully, students would experience a measure of success that will carry over when they return to their district schools.



About the Authors

DANIEL P. MURPHY has spent his thirty years teaching career working with students in the Alameda county Juvenile Court and Community Schools. He holds a General Secondary Credential in history and speech, a reading specialist credential, learning handicapped specialist credential and a resource specialist certificate. Mr. Murphy is a past president of the Court School Educators of Northern California. He is presently on the faculty of the Hayward County Community Day School teaching reading and U.S. History.

GLORIA ROBERTS has been in education for thirty-five years, thirty-one of which have been working with students in the Alameda county Juvenile Court and Community Schools. She holds Administration, Pupil Personnel Services, General Secondary and Learning Handicapped Credentials, as well as a Resource Specialist Certificate. She has served as a Resource Specialist, Math and Social Science instructor. She is currently administrator and principal of the Hayward County Community Day School, Infant Program and Pregnant Minor Program.

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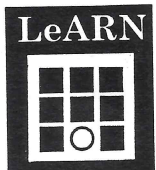
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Call: (714) 418-0303
Fax: (714) 418-9034
Email: susan_condrey@ocde.k12.ca.us
LeARN Website: www.ocde.k12.ca.us/learn

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Conference Registration Form

1998 International Alternative Education Conference

"Connecting for Success!"

June 25-27, 1998

Chapman University

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Please complete all information and return with full payment to: Administration, 1998 International Alternative Education Conference, 16490 Harbor Boulevard, Suite B, Fountain Valley, CA 92708 or FAX your Registration to hold your Early Bird confirmation for 10 days. FAX (714) 418-9034 For information, phone: Dena Jackson or Victoria Bowling at (714) 418-0303 Cancellation Policy: All cancellations before June 1, 1998, are subject to a \$25 processing fee. Cancellation June 1-12, 1998, subject to a \$100 processing fee. No refund after June 12, 1998

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CONFERENCE FEE INCLUDES: Attendance at all sessions, keynotes, four meals, reception, and LeARN Membership

Registration - Early Bird (Before March 31, 1998) \$199 _____ @ \$199 = _____

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For Groups: Please reproduce this form and fill out a separate conference registration for each person and send together.

Optional Banquet (Friday Evening) \$ 25 _____ @ \$ 25 = _____

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Single Occupancy 2 nights for \$ 70 _____ @ \$ 70 = _____

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I would like to share a room with _____ Phone: _____

Please assign a roommate. Male _____ Female _____

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Total Enclosed: \$ _____

Book Reviews.....

**LYING, Moral Choice in
Public and Private Life**

By Sissela Bok

Vintage Books, 1978

Reviewed By:

Jayne Becker, Coordinator
Consolidated Programs, Research and
Assessment, Orange County Dept. of Ed.

Moral Ambiguity in Schools of Last Resort *Above the Law or Simply Outlaws?*

By Jayne Becker

In the last twenty years, Sissela Bok and her book *Lying* have become foundational for organizations developing descriptions of the ethical framework for their profession; these include journalism, medicine, and higher education, among others. The book delineates the degrees of relative gravity of lies as outlined historically by philosophers, as well as examining common areas of conflict.

Presenting examples of alternatives to lying, Bok emphasizes not a mandate to absolutist truth but the obligation to investigate alternatives. She also discusses at length the pernicious effect of even seemingly minor lies; the development of cynicism in those who live an atmosphere of deceit.

In *Lying*, as in her later 1982 book, *Secrets: the Ethics of Concealment and Revelation*, Bok offers no easy answers. In both books, she outlines the nature of the conflict for ethical individuals who espouse integrity and openness but who find themselves in situations in which concealment is more appropriate than openness, and lying may seem more honorable than telling the truth.

Bok has written other books more recently: *Entertainment Violence* (1995) and *Common Values* (1996). Her new book, due in Spring 1998, will be entitled *Mayhem*.

Those working in alternative and correctional schools, the schools of last resort for many high-risk students, have special ethical problems. They deal with the delicate areas of: student expectations, grades, and references; public agencies with incongruent rules; funding agencies with unrealistic expectations; unrealistic, inflexible standards and systems of accountability; and sensitive family situations. They are called upon to meet state and federal regulations and funding rules developed for students in traditional comprehensive high schools.

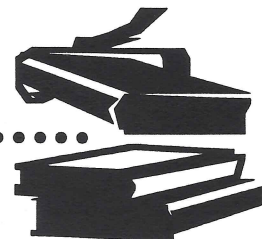
While *Lying* only tangentially deals with issues relating directly to education: e.g., grade inflation and exaggeration in letters of recommendation; whole chapters in the book deal broadly with paternalism, deceptive social science research, and dealing with unrealistic demands of public agencies. These bear great relevance for educators working in a frontier area like alternative education.

Working with students who have been victimized by rigid systems, educators in these programs appear to have the option of working outside these rigid confines, inventing new systems.

When each educator becomes a moral universe unto himself, organizations stand little chance of developing a common vision.

What are the particular areas of difficulty for educators in general and those in alternative schools in particular?

- Representing the levels of student achievement and deficiency to those whose self-esteem or belief in their ability to succeed in school is already compromised
- Representing the relative success of these students to schools, agencies, and employers
- Planning, leading, and participating in behavior modification activities
- Interacting with parents
- Representing high-risk students to community groups, including potential new neighbors
- Providing numbers to governmental agencies in the face of inadequate means of record keeping, underdeveloped computer and database systems, and fledgling programs whose very survival depends on arbitrary numbers
- Representing programs in ill-fitting constructs to bureaucrats who have



neither the time nor context to understand them

- Interacting with students, colleagues, and administrators whose values are not congruent but all of whom, by virtue of their special calling to this field, see themselves as morally above the law.

Each of these contributes to a process of ethical drift. Bok's book, directly or indirectly, speaks to each of these situations.

Conditioned that the rules of comprehensive high schools do not apply to our students ("they've already failed at those rules"), alternative and correctional educators frequently come to see few of the rules or standards applying to their schools and often, in fact, become dismissive and contemptuous of them. Historically waived on some credentialing requirements, eventually the only rules that appear to apply may be those of the local professional association contract, and those rules may have to do primarily with limiting responsibilities and obligations. New state laws and regulations, often designed primarily for comprehensive schools, are met with incredulity or worse: indifference, cynicism, and derision.

What must not occur is that a frontier area of education becomes a frontier culture in which students, parents, teachers, support staff, or administrators abdicate responsibility, or worse, retire to caves of self-interest. When each educator becomes a moral universe unto himself, organizations stand little chance of developing a common vision. When each educator, living in this frontier, encounters daily examples of those who arbitrarily draw the line in different places, cynicism develops and the organization stands virtually no chance of developing a common vision.

Bok represents a source for reflection, a means to raising the issues to consciousness, to reminding ourselves of the special perils of working on the frontier, to defining the parameters of the dialogue, and to pointing the way to re-calibration that we individually and organizationally must continuously undergo. JB ■

DECIDING WHAT TO TEACH AND WHAT TO TEST

By Fenwick English

Corwin Press, 1992, 144 pp.

Reviewed By:

Jayne Becker, *Coordinator*

Consolidated Programs, Research and
Assessment, Orange County Dept. of Ed.

Having long existed outside state-mandated testing because of the enrollment patterns and length of stay of most court and community school students, administrators and teachers in those programs are not always attuned to the relationship between teaching and system-wide testing.

As court and community schools move toward higher levels of accountability and better measures of program success, the teaching-testing and curriculum-assessment relationships will require clarification. As more students are enrolled for longer periods of time in transition and alternative programs, such programs may find themselves more active participants in the state testing process.

Fenwick English's book is an excellent introduction to thinking about curriculum development and assessment. The reader is led through an analysis of frontloading versus backloading of tests and is presented schema for thinking about the relationship between state standards, local standards, and the frameworks.

The book also gives consideration to such often ignored and practical matters as the background of the teachers who will be using the curriculum, the resources available, and the existing curriculum.

English clarifies concepts such as "curriculum audit," but also describes the differences between an audit and the accreditation process, describing which process involves the more rigorous training and which is more subject to political pressures. English discusses the pros and cons of an internal versus an external audit.

Finally, as part of an overall plan to match tests, curriculum, and materials into an integrated whole, English, a professor at the University of Kentucky, proposes a format for curriculum guides that he believes will result in documents far more likely to be utilized. JB. ■

Student Success & Insights

Honoring the successes and opinions of our students. Original material submitted by court, community, and alternative school students as an expression of their personal focus on contemporary issues impacting the educational experience.



The Teacher Makes the Difference by Vincent L. Carroll. Vincent, 17, is an alternative school student at the Horizon Education Center, Santa Ana, Orange County.

The Journal

*wishes to recognize
the accomplishments
of our students
as well as hear their
editorial opinions.*

We encourage our readers
to submit noteworthy
contributions for
consideration.

Please mail to:

Hedy Kirsh, Editor

*The Journal of Court, Community,
and Alternative Schools*

Rio Contiguo School,

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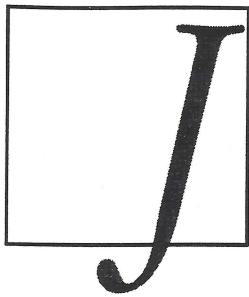
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The Journal of Court, Community, and Alternative Schools

Juvenile Court, Community, and Alternative School Administrators of California

JCCASAC SCHOLARSHIP *Application*

About the JCCASAC Scholarship:

Student must be a graduate during the 1997-98 school year. The nominee needs to be enrolled in a higher education or training program, prior to release of the scholarship funds. Please have the student attach statement to the application, expressing future plans.

Please complete the following application and return it to:

Vickie Moody, *Assistant Superintendent*
 345 5th Street, Suite D, Colusa, CA 95932
 (530) 458-0321

Please PRINT in ink or TYPE

Name: Last	First	Middle	Social Security Number
Permanent Address (Street)		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 (Street)		City / State	Zip	
Name of College/Trade School Attending				
Telephone Number		Address / City / State		
Date of Enrollment	Number of Credits	3 <input type="checkbox"/>	6 <input type="checkbox"/>	9 <input type="checkbox"/>
		12 <input type="checkbox"/>	15 <input type="checkbox"/>	

Financial Data

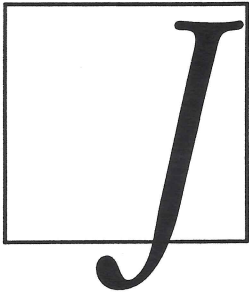
Has student ever received an award from JCCASAC?		YES <input type="checkbox"/>	NO <input type="checkbox"/>	Amount Received / Date
Tuition	\$ _____			
Books	\$ _____			
Other	\$ _____			
TOTAL	\$ _____			

Attach letter from the student to this Scholarship Application.

 JCCASAC Program Administrator Date

 JCCASAC Section Representative Date

 Approved JCCASAC Treasurer Date



INNOVATIVE PROGRAMS

in Los Angeles County

Committee for Leadership in Diversity Education

*Los Angeles County Office of Education
Juvenile Court and Community Schools*

POPULATION SERVED:

Staff and students of the Division of Juvenile Court and Community Schools

PROGRAM DESCRIPTION:

If educational programs do not foster an appreciation and respect for diversity, we will not be able to strengthen and enrich our students, staff, and communities. Understanding this, the Los Angeles County Office of Education Division of Juvenile Court and Community Schools (JCCS) has established the Committee For Leadership In Diversity Education (CLIDE).

The committee's mission is to provide training and resources that promote understanding and effective working relationships among JCCS students, staff, parents, and programs. To support the realization of this mission, JCCS has received a grant from the Simon Wiesenthal Museum of Tolerance to train all JCCS students, parents, staff, and stakeholders in the *Tools of Tolerance* program.

The *Tools of Tolerance* educational program has the following objectives:

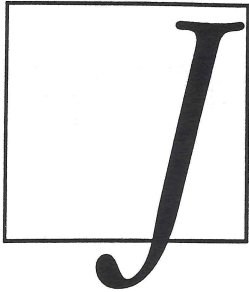
- To increase participants' awareness of how the dynamics of prejudice, stereotyping, and discrimination may affect others and themselves
- To enhance participants' skills in identifying and addressing those issues that will better meet the needs of the diverse community they serve
- To provide insights and information in developing a broad range of diversity resources

CLIDE has been involved in the 1997-98 JCCS All Staff Conference at the Los Angeles Convention Center. CLIDE organized exhibits from each of the Division's Principal Administrative Units (PAU) reflecting their diversity and including curriculum materials being used in the teaching of tolerance in each PAU. Recently, CLIDE received a donation of multicultural and diversity resources from the Immaculate Heart College Center for use by teachers and students.

CONTACT: Sue Thomsen, *Principal/Coordinator* (818) 362-8333

ADDRESS: Los Angeles County Office of Education
16350 Filbert St. • Sylmar, CA 91342

SUBMITTED BY: Sue Thomsen, *Principal/Coordinator*



INNOVATIVE PROGRAMS

in Orange County

Vision 2020 Collaborative Model

North Orange County Regional Occupational Program (NOCROP)

Orange County Department of Education (OCDE)

Orange County Probation Department's Youth Guidance Center

POPULATION SERVED:

Juveniles, 16 years of age and older who are incarcerated at the Orange County Probation Department's Youth Guidance Center

PROGRAM DESCRIPTION:

The North Orange County Regional Occupational Program (NOCROP), the Orange County Department of Education (OCDE), and the Orange County Probation Department's Youth Guidance Center (YGC) have established a collaborative program to afford youth within a correctional environment the opportunity to explore career pathways and experience on-the-job training. Daily ROP classes are integrated into the students' school schedules focusing on either *Business Technology* or *Career Training for Transition*.

The *Business Technology* course includes the building of a personal job seeker's portfolio containing a resume, cover letter, application, letters of reference, performance evaluations, achievements, career targets, goals and action plan, and a student project. *Career Training for Transition* involves on-site training programs in the areas of building maintenance, culinary arts, custodial maintenance, landscaping, laundry and supply responsibilities, nurse's aide, and painting. Site needs are met while students develop a sense of ownership of the facility as they contribute to the support functions of their environs.

Grant moneys have supplemented the ADA funding to support the program needs (i.e., Vision 2020, JTPA, Carl Perkins). Through intensive case management services (which hold student accountable for their behaviors) and subsidized wages, student are provided pre-employment skills training and actual work experience. Once a student earns the opportunity for an off-site employment position, he/she actually earns a salary which can be used to pay restitution and/or build a bank account. Additionally, elective credits are earned which are applicable toward a high school diploma.

Thus far, over 50 juveniles have participated in a work furlough program during their last two months of incarceration. To date, not one juvenile has "run" while on work furlough. Several have been hired by the employer for regular employment once they have been released from the institution. All have maintained a non recidivist status!

The school and institutional climate have been positively impacted by this program. Sensing more relevance to their academic pursuits, "honor roll" qualifiers have increased by almost 50% and behavioral incidents have been reduced to nearly half as compared to pre-ROP statistics. Education and probation staff have also benefited through cooperative planning meetings and staff development seminars. The cohesive climate that is evolving has enhanced the work environment for both students and staff.

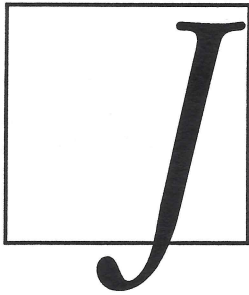
CONTACTS:

Kay Turley-Kirchner, Coordinator, Special Projects
North Orange County ROP
301 South Acacia
Fullerton, CA 92631
(714) 870-0930

Hedy Kirsh, Principal
Rio Contiguo School
3030 N. Hesperian
Santa Ana, CA 92706
(714) 935-7100

Dick Duckworth, Director
Youth Guidance Center
3030 N. Hesperian
Santa Ana, CA 92706
(714) 935-7127

SUBMITTED BY: Gary Aston, *Assistant Principal*, Rio Contiguo School



INNOVATIVE PROGRAMS

in Orange County

Chapman Lyceum and Vocational Arts Center

*Orange County Department of Education
Alternative and Correctional Education Schools and Services*

POPULATION SERVED:

120-150 youth - high risk, at-risk, and wards of the court
Ages 11-18

PROGRAM DESCRIPTION:

The Chapman Lyceum serves children and youth aged 11-18 years old, referred from school districts, and the departments of Probation and Children's Services. Generally, students are lacking school credits due to non-attendance, behavior problem, and/or delinquent acts. Students have a range of learning abilities. Approximately 60% have been identified as having special education needs. Deficit areas include specific learning disabilities, speech and language disorders, and serious emotional disturbances. Many students have either served time in custody or have been removed from their homes for placement. All students enrolled have a juvenile court status under Welfare and Institutions Code.

B.D.K., Believe-Do-Know, is the guiding principle of our relationship-based approach to education. Our goal is: **To Reclaim Our Children and Youth**. The Lyceum is a unique alternative/correctional education program. Students are introduced to the philosophy and school culture through a five-week orientation class. We focus on behavioral and academic self-assessment, discovery, and transition planning for successful school/community participation. As students complete thematic and integrated curriculum based research projects, writing as a process is emphasized. Students must develop a portfolio of work samples demonstrating an awareness and application of individual learning strengths and styles. During the fourth week, students experience the responsibilities of being a "steward of the school" through assignment to the hands-on operation of the physical education program. Responsibilities include: developing daily schedules, organizing school-wide activities, monitoring peer progress, and maintaining the facility operations.

Orientation students then visit "focus groups," integrated core subject area classrooms with an emphasis on applied learning. Students petition to join a particular group and are assigned based on student and program needs, interests, and abilities. Focus areas include: Science and Discovery, Photography and Design, Aviation and Exploration, Business Services, Media and Technology, and Visual and Performing Arts. The focus groups serve to provide learning opportunities to prepare students with the behavioral, academic, and work place skills necessary to:

- successfully transition to a district program;
- continue in higher education/career training; or
- enter the work force of the 21st Century.

Use of computer technology to connect the Lyceum to the rest of the world, thus providing

both a physical and virtual community, is a priority. Teachers are viewed as facilitators/coaches and student advisors. Students are major stakeholders and share in site-based decision making and management of the school community. School-wide instructional opportunities include: computer repair and resource lab., utilizing on-line video teleconferencing and World Wide Web access; a phonics based reading institute; applied music therapy program; and various community based instructional field trip experiences. Teachers volunteer to sponsor after-school activities, such as the Math Club, Student Council, and Team Sports. Community agencies join students on-campus to offer community services and, thereby, utilize the school as a "center of community."

Unique to the Lyceum is the nationally recognized extended day program. Licensed as an "adolescent day care," the program operates a day treatment component for 30 of the children and youth placed in foster care and referred to our collaborative program (in lieu of a more restrictive out-of-home placement). This structured component operates ten (10) hours per day, five days per week, 237 days per year. In addition to the basic five (5) hours of on-campus academic, pre-vocational, and vocational instruction for all students, the extended day provides an additional five (5) hours of after-school services including counseling, recreation, and homework supervision. Comprehensive family focused social and mental health services are provided to the families by a multi-disciplinary team of service providers. A condition of enrollment in the extended day component is a commitment by parents (foster and biological) to participate and complete a minimum of 30 hours of parent education training. The Lyceum program is funded through state apportionment - average daily attendance (ADA)- and supported through private community based business partnerships.

The stated vision of the Lyceum is "*Family as the Center of Learning: School as a Center of Community.*" Our purpose, as alternative and correctional educators, is "to provide a safe, structured, nurturing environment conducive to discovery and learning; one that offers a variety of educational options with an emphasis on attitude, skills, and knowledge. Together everyone - faculty, staff, students, and families - makes a compact:

We Believe in our vision;

We Do what it takes to learn and master the necessary skills for the job or task at hand;

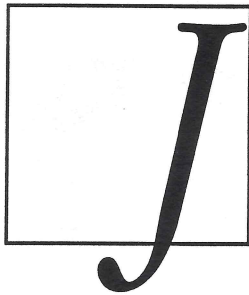
We Know each of us is unique, makes a difference, and can apply the guiding principle in our daily lives.

That's B.D.K.!

CONTACT: Mary Lou Vachet, *Principal* (714) 534-1215; FAX (714) 534-1806

ADDRESS: Chapman Lyceum
12012 Magnolia Street • Garden Grove, CA 92841

SUBMITTED BY: Mary Lou Vachet, *Principal*



INNOVATIVE PROGRAMS

in Sacramento County

El Centro GED Prep and Testing

Sacramento County Juvenile Hall

POPULATION SERVED:

Short term incarcerated students
Ages: 17 and older

PROGRAM DESCRIPTION:

This GED co-ed preparatory program was designed for incarcerated students. Students attend a five-period school day which includes three computer classes and a study hall. The computer classes focus on diagnosis, prescription, and remediation.

The materials used are:

1. Steck-Vaughn GED 2000 and Pre-GED (Computer software)
2. Invest Learning course ware
3. Cliff study ware for GED
4. Steck-Vaughn study texts

It is designed as a short term program for students awaiting court. There is a pass rate of over 90%. Individual counseling and block scheduling are utilized in the program.

For those passing the GED examination, a community college program, Linkage to Education, is available.

CONTACT:

John Polehums, *Principal* (916) 228-2524

ADDRESS:

Education Programs Department
El Centro Jr./Sr. High School
9601 Kiefer Blvd. • Sacramento, CA 95827

SUBMITTED BY: John Polehums, *Principal*

School/Probation Task Force

Sacramento County Juvenile Center

POPULATION SERVED:

High risk, Ages: 8-17
Grades: Elementary, Middle and Secondary

PROGRAM DESCRIPTION:

This public relations collaborative program at the Juvenile Center in Sacramento County involves school and probation staff members who regularly engage in discussions of site issues and concerns.

The school/probation task force consists of the following staff members: probation supervisor, deputy probation officers, school principal, certificated and classified school staff. The monthly meetings are scheduled during the lunch period. School and probation issues or concerns reviewed at each meeting of the task force include:

- Safety and security issues and concerns
 - Student hall movement
 - Student conduct in the hallway
- ADA - School attendance procedures
- Medical issues/concerns
 - Inhalers (example)
 - PE restrictions
- Student contraband

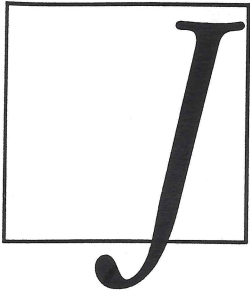
CONTACT:

John Polehums, *Principal* (916) 228-2524

ADDRESS:

Education Programs Department
El Centro Jr./Sr. High School
9601 Kiefer Blvd. • Sacramento, CA 95827

SUBMITTED BY: John Polehums, *Principal*



INNOVATIVE PROGRAMS

in San Joaquin County

Literacy Partners

*San Joaquin County Office of Education
Alternative Programs*

POPULATION SERVED:

Community secondary students who support local public elementary schools
Student Tutors - Grades 8-12, Tutoring Recipients - Grades 1-2

PROGRAM DESCRIPTION:

Literacy Partners is in operation in four San Joaquin County Office of Education community school sites. Approximately twenty secondary students per site are trained to go to local public elementary schools.

Many of the community school students in the program are very low level readers, but are improving through their participation in this activity.

Literacy Partners is a highly formatted program to train secondary community school students to become reading tutors. The community school students are taught Zoo-phonics word blending skills.

Each Monday they create (as a class) an original reading lesson with an "into," during," and "beyond" portion. Tuesdays through Thursdays our students practice the selected book of the week and prepare materials for the lesson. On Fridays we walk to the local school and work one-on-one with students in a selected first or second grade class.

Staff has observed improvement of community school students in the following areas:

- Behavior
- Attendance
- Reading skills
- Writing skills

In addition, there has been a marked improvement in the students' willingness to participate in other school projects.

CONTACT:

Ellen Wehrs, *Program Specialist* (209) 468-4889

ADDRESS:

Ellen Wehrs

P.O. Box 213030 • Stockton, CA 95213

or

San Joaquin County Office of Education, *Alternative Programs*

2901 Arch Airport Road • Stockton, CA 95213

SUBMITTED BY: Ellen Wehrs, *Program Specialist*

JCCASAC is looking for qualified people to join a team of professionals in producing *The Journal of Court, Community, and Alternative Schools*.

Positions Available: Writers, Liaisons, Advertisers. No salary. Benefits negotiable. Opportunity for advancing collegial relations. Organizational Advancement.

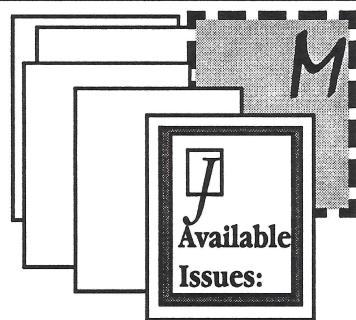
LOOKS GOOD ON A RESUME. If interested, or for more information, contact *The Journal* Editor, **Hedy Kirsh (714) 935-7100** or contact any Editorial Board member by phone (see Page 1 of this issue) or at the upcoming JCCASAC Conference, May 13-15, 1998 (See Page 6 of this issue).

Classifieds

βεχομε φουνδα-
τιοναλ φορ ορ-
γανιζατιονσ δε-
σλοπιγγ δε-
σχιριπιονσ οφ
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τερνατιβεσ. Σηε
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νιχιουσ εφφεχτ
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βεχομε φουνδα-
τιοναλ φορ ορ-
γανιζατιονσ δε-
σλοπιγγ δε-
σχιριπιονσ οφ
τη ετηχαλ
φραμεωορκ φορ
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Τηε βοοκ δελιν-
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νιχιουσ εφφεχτ
οφ εβεν σεεμ-
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Write so that you cannot possibly be misunderstood.”**

Robert Louis Stevenson (1850-1894), Writer



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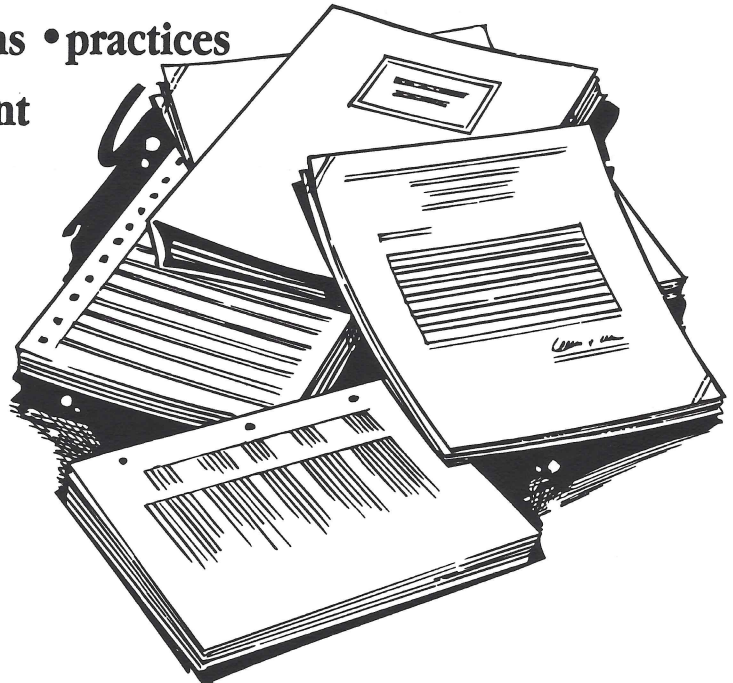
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- Combines both research-based management/instructional theory with field practice
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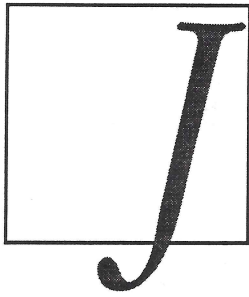
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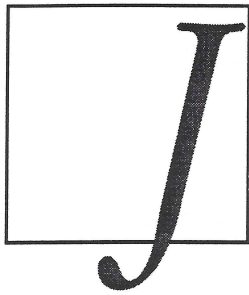
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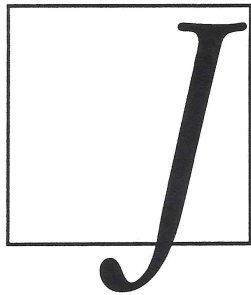
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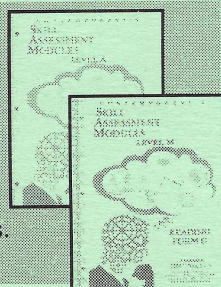
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