Kern County Superintendent of Schools
Alternative Education

2014 WASC/CDE Self-Study Report

1300 17th Street
Bakersfield, CA 93301

February 24–26, 2014
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Chapter I:
STUDENT/COMMUNITY PROFILE—DATA AND FINDINGS
CHAPTER I: STUDENT/COMMUNITY PROFILE—DATA AND FINDINGS

A. General Background and History

1. Community

Description of Kern County

Kern County spans the southern end of California’s Central Valley. Covering nearly 8,200 square miles, it is the gateway to Southern California, the San Joaquin Valley, the Sierra Nevada, and the Mojave Desert. Kern County is California’s third largest county in land area, larger than the land areas of Massachusetts, New Jersey, or Hawaii. According to the U.S. Census Bureau, the population of Kern County was 851,710 in 2011, making it the eleventh most populous county in the state.

Kern County has 11 incorporated cities and 41 unincorporated communities. Bakersfield stands alone as the only large city. Other incorporated cities in the county range in population from just over one thousand to more than fifty thousand. Because Kern County has some of the lowest housing prices in California, many of its cities and towns have experienced rapid growth in recent years. Between 2000 and 2010, Kern County experienced a population growth of almost
27% (approximately 200,000 people). Population density in the unincorporated communities is low, with farmland on the west side of the county and desert or mountain areas on the east side. The county's economy is heavily linked to agriculture and the oil industry. In eastern Kern County, there is also a prominent military presence with Edwards Air Force Base and the China Lake Naval Air Weapons Station and a thriving private aviation and space industry.

The per capita income figure is often used to measure the economic health of counties and other regions. From 2004 to 2011, the per capita income in Kern County decreased approximately $4,000 from $24,335 to $20,167. By comparison, the per capita income in California is $29,634 and in the United States is $27,915. Kern County residents have about 32% less income than others in California and 28% less than others in the United States. Between 2007 and 2011, an average of 21% of the population of Kern was living in poverty, compared to an average of 14% for California during those same years. According to the 2010 U.S. Census Bureau, Kern County has the following racial composition: Hispanic or Latino (48.5%), White (39.2%), Black or African-American (5.4%), American Indian or Alaska Native (0.6%), Asian (3.9%), Native Hawaiian and Other Pacific Islander (0.1%), two or more races (2.0%). Kern County has a high percentage of non-English speakers, with over 41% speaking a language other than English. (For census data specific to the 11 incorporated cities in Kern County, please see Appendix A.)
**Description of KCSOS Alternative Education**

The Alternative Education program, operated by the Kern County Superintendent of Schools Office (KCSOS), provides educational opportunities to “at-risk” students in grades K-12 in the Court or Community School program.

The Community School program serves students from 47 school districts throughout Kern County. Community School is comprised of nine different campuses which provide educational services to students who are expelled, truant, on probation, or homeless. A combination of classroom-based instruction and independent study provides a range of educational options to meet the individual needs of the diverse and transitory student population. Four of the nine sites are in Bakersfield and serve approximately 72% of the total community school program enrollment. The remaining 28% are served at the outlying sites. The Community School sites include:

**Auburn Community School** is located in northeast Bakersfield. This site provides classroom instruction and independent study for grades seven through twelve. This site also houses a transition counselor.

**Blanton Student Education Center** is the largest campus in the greater Bakersfield area. Located just east of downtown, the site provides educational opportunities for students in kindergarten through grade twelve. The Blanton Student Education Center houses three different instructional programs including Blanton Elementary, Blanton Academy, and CLC Tech. Instructional strategies available to students at this campus include classroom and independent study. Also located on the Blanton campus is the Career Plus Center, which houses the administrative and support staff for Special Education, JobsPlus!, and Kern YouthBuild. Additional services located on the campus include:

- A transition counselor who provides academic, personal, and career counseling services to enrolled students
- Cal-SAFE which provides daycare for the children of enrolled students and instruction in parenting skills for pregnant and parenting teens
- Kern County Probation and Mental Health staff who support the needs of the students and provide a wrap-around system to promote success
- The School-Community Partnerships department which provides and coordinates a variety of support services to students, teachers, schools, families, and community members throughout Kern County and the state

**Community Learning Center** (“CLC 34th”) is also located in the central Bakersfield area and serves students from Bakersfield and the outlying areas. This site provides daily classroom instruction for 7th and 8th grade students and independent study for students in grades 7-12. A transition counselor is also located on the campus.
**East Kern Community School** is located about 60 miles east of Bakersfield in Mojave. This smaller site is composed of two teachers and a school clerk. Independent study is the instructional strategy provided for students in grades K-12.

**Lake Isabella Community School** is located about 40 miles northeast of Bakersfield and serves students living in the smaller communities located in the Sequoia National Forest area. This site is composed of two teachers and one instructional aide. This site provides independent study for grades K-12.

**North Kern Community School** is located about 34 miles north of Bakersfield in Delano. Instructional services provided include classroom instruction and an independent study program. The site serves students in grades K-12 from the neighboring school districts.

**Ridgecrest Learning Center** is located 120 miles east of Bakersfield in the Mojave Desert community of Ridgecrest, and provides classroom and independent study services. This site is composed of one teacher and one paraprofessional.

**Sillect Community School** is located in the west Bakersfield area and primarily serves students from southwest and northwest Bakersfield. Sillect offers classroom and an independent study program for students in grades 7-12.

**West Kern Community School** is located about 40 miles west of Bakersfield in Taft. This smaller site is composed of two teachers and one school clerk. Independent study is provided for students in grades K-12.

Court School is comprised of five programs: four residential and one non-residential. The Court School sites include:

**Central School** provides educational services to elementary through high school students who are wards or dependents of the court. Wards are sometimes held at the James G. Bowles Juvenile Hall in short-term commitments or pending delivery to another court-ordered program. The average length of stay for wards in Juvenile Hall is approximately 20 days. Wards may also be ordered to attend one of the treatment programs housed at the site:

- **Pathways Academy**, a 20-bed, 12- to 24-week rehabilitation program for delinquent females
- **Furlough Treatment and Recovery Program**, a 20-bed, short-term intervention program for male wards arrested for furlough violations

**Bridges Career Development Academy** is a non-residential, high-risk youth education program, where students 16-18 years of age receive vocational education and enrichment while working toward a high school diploma or the equivalent. Bridges is a school-based collaborative partnership between Kern County Probation, Court School, and Kern County Mental Health service providers.
Erwin Owen High School is located at Camp Owens in Kernville and provides educational and vocational services to 125 male juvenile offenders for an average period of four to six months. ROP Auto Shop, forestry work, and animal husbandry provide vocational training and career pathway development.

Redwood High School is located at the Larry J. Rhoades Crossroads Facility and serves Kern County’s most delinquent youth in a boot camp-like setting. The 120-bed treatment facility offers a two-tiered program, with either 24 or 36-week commitments.

Miriam Jamison Children’s Center is a 24-hour emergency shelter for neglected, abused, and/or abandoned children. The school program provides short-term educational services to students in transition to foster care or other home placements.

2. WASC History and Timeline

KCSOS Court School has been in operation since 1972 and Community School since 1987. This is the fourth WASC accreditation cycle for Alternative Education. Prior accreditations were 1999 (3-year interim accreditation), 2002 (6-year accreditation with a 3-year mid-term review), and 2008 (6-year accreditation with mid-term report). The mid-term report was completed in 2011, wherein updates on the program’s Critical Areas for Follow-up from the 2008 Self-Study were submitted. Since 2008, much progress has been made in the Alternative Education program. These changes are specified in Chapter 2 of this report. The WASC Leadership Team has met weekly since November 2012 to develop the new Self-Study report for the visit in the spring of 2014. Select members of the leadership team attended the WASC Self-Study trainings. All stakeholders, including school staff, administrators, parents, students, partner agencies, and community members have provided input throughout the process. (See Self-Study Committee Structure, Appendix B).

Participation in the Self-Study has been accomplished through monthly Professional Learning Community (PLC) meetings, the Lead Teacher committee with representation from all school sites, parent meetings conducted in the spring and fall of 2013, School Site Council meetings, English Learner Advisory Committee meetings, support staff collaboration meetings, and written communication via email to solicit feedback from stakeholders.

3. School Purpose and Schoolwide Learner Outcomes

As part of the WASC Focus on Learning process, staff took a fresh look at the program’s motto, vision, mission, and the Schoolwide Learner Outcomes. Over the course of several months, all stakeholders provided valuable input through PLC, advisory committee, and parent meetings which led to the development of the new guiding statements.

Motto
Inspiring Today’s Learners for Tomorrow’s World
**Mission Statement**
The mission of Alternative Education is to meet the unique educational, social, and emotional needs of our diverse student population in a safe and nurturing environment to encourage students to develop an enthusiasm for life-long learning and pursue post-high school opportunities.

**Vision Statement**
We empower students to develop skills necessary for success in a 21st century global society. The Alternative Education program focuses on developing the “whole student,” by emphasizing transferrable skills leading to academic success and productive citizenship.

**School-wide Learner Outcomes**
1. **Effective communicators who**…
   - analyze and synthesize information in order to effectively communicate findings
   - collaborate with peers to develop solutions for real-world challenges
   - demonstrate effective and appropriate interpersonal skills in a variety of settings
   - utilize technology proficiently in a 21st century culture

2. **Invested learners who**…
   - actively work toward academic improvement and achievement leading to graduation
   - take responsibility for their own academic success
   - pursue college and career readiness opportunities

3. **Responsible citizens who**…
   - make positive contributions to their families, communities, and society
   - understand the importance of making healthy choices to promote personal well-being
   - get along with peers and respect the ideas and cultural diversity of others
   - know how to access appropriate resources when needed

Posters have been created to promote the new guiding statements. Student artwork depicting the motto serves as the backdrop for the posters which are displayed in all classrooms.
B. School Programs

Kern County serves some of the most at-risk students in the state. The academic and social needs of Court and Community School students are vast. A majority of the students struggle academically, and many are English learners and/or receive special education services. In addition, most students are considered socioeconomically disadvantaged. Parent education levels also tend to be very low, with nearly half not having graduated from high school. The schools follow all required state and federal program mandates and offer student services through Title I Parts A and D, Special Education, and Economic Impact Aid to meet the unique needs of the challenging student population served. Specifically, Court and Community Schools have made concerted efforts to provide targeted intervention in ELA, ELD, and math.

Instructional Settings

The Alternative Education program offers both classroom and independent study instructional settings. The independent study model was revamped in the fall of 2012 to provide students with more instructional time in reading and math intervention. To provide students with another educational option, in the fall of 2013, Court and Community Schools began to pilot Odysseyware, a web-based media-rich curriculum, with plans to implement it program-wide starting in the fall of 2014.

Special Education

The Directors and Special Education Principal direct the activities and services of the Special Education staff and various service providers to deliver services to students with special needs in the Court and Community Schools. Staff coordinates the collaboration among the alternative education program, referring school districts, and partner agencies regarding the transition and progress of special education students. The program provides specialized academic instruction as specified in the students’ IEP.

Career Readiness

Because Alternative Education primarily serves high school youth, preparing students to become college and career ready is a major area of focus. Court and Community School students have the opportunity to take college prep courses in certain content areas. It is suggested to students who will graduate from the program that they complete the Senior Seminar course, which involves the development of a portfolio students can use to help obtain employment. Transition counselors also offer post-high school counseling and planning and coordinate field trips to various college campuses to expose students to higher education. Two career readiness programs, JobsPlus! and Kern YouthBuild, operate under the direction of the Career Development Specialist. Enrolled students have the opportunity to participate in the JobsPlus! Program which offers students the ability to earn an hourly wage and high school
credits while participating in a paid work and job skills internship. The Kern YouthBuild program provides services to youth who are not currently enrolled in high school. The goal of the YouthBuild program is to help students re-enroll and obtain their diplomas while earning nationally or state recognized certificates, such as OSHA-10, CPR/First Aid, and National Center for Construction Education and Research (NCCER). In addition, Erwin Owen High School offers an agriculture program and an ROP auto shop class.

**School-Community Partnerships**

The Alternative Education program has valuable partnerships that help provide support to students who are enrolled in the program. The schools work regularly with the School Site Councils, the English Learner Advisory Committees, mental health providers, and the Kern County Probation Department. The JobsPlus! and Kern YouthBuild programs also partner with the following local businesses and organizations:

- 19th Street Collaborative
- ABC Central California
- Alpha Kappa Alpha Sorority
- AmeriCorps
- Bakersfield Chamber of Commerce
- Bakersfield City Parks and Recreation
- Bakersfield Police Department/Police Activities League
- Boys & Girls Club of Kern County
- California State University Bakersfield
- Community Action Partnership of Kern
- Dave Packer Homes
- Footlocker/Kids Footlocker
- Frye Plumbing
- Guitar Center
- Habitat for Humanity
- IBEW, Local 428
- John Ullman Construction
- Journeys/Journeys Kidz
- Kern Adult Literacy Council
- Kern Community College District
- Kern County Housing Authority
- Kern County Parks and Recreation
- Kiddie Amusement, Inc.
- Lennox Homes
- Nick Rail Music
- PG&E
- Rosedale Collision
- SPCA
- Stay Focused, Inc.
- The Links, Inc.
- Wells Fargo
C. Demographic Data

1. Status of Schools (API, AYP, PI, and Title I)

Title I

As outlined in the Single Plans for Student Achievement, Title I staff is in place to help the program’s striving students meet the academic standards. The Title I staff includes a Reading Specialist, an EL Resource Teacher, six transition counselors, and two Education Associates. The Reading Specialist and EL Resource Teacher provide direct and indirect services to students to help close the identified achievement gaps and provide professional development for teachers and other instructional staff. The counselors help students with a wide variety of services such as assisting students as they transition from Alternative Education to other school districts, providing on-site counseling, connecting students and families with mental health services, planning for post-graduation opportunities, etc. The Education Associates help support Title 1 funded activities such as preparing Program Improvement letters, facilitating the Supplemental Education Services (SES) process, etc.

After careful review of the Community School program during the last Federal Program Monitoring audit in the spring of 2012, the decision was made to make the transition from a Title I Targeted Assistance School (TAS) to a Schoolwide Program (SWP) in order to better meet the needs of all students. This change in status does not reflect a difference in funding, but represents an increase in the available services to students. The goal is for this change to take effect by July 1, 2014.

Academic Performance Index (API)

The student scores that are included in the API calculations include those students continuously enrolled on Fall Census Day to the first day of testing without a gap in enrollment of more than 30 consecutive calendar days. Court School did not have enough valid scores to render an API score in 2010-11; however, it does have scores for the last two years. Community School has experienced fluctuations in API over the last three years. High student mobility, short-term enrollments, and a high-risk student population contribute to the variation in API scores. For specific information regarding API scores, please see pp. 40-41.
Adequate Yearly Progress (AYP) and Program Improvement (PI)

The number of valid scores for both programs represents approximately 1% of the total population of students served. For specific information regarding AYP scores, please see pp. 41-43.

Neither Court nor Community School has made AYP for the past three years. Participation rates continue to be a challenge for both schools which might be expected for Community School. However, despite the fact that most of the Court School facilities are residential, juvenile court proceedings, medical appointments, and administrative restrictions often interfere with student attendance. Percent proficient rates continue to be low for both schools due to the nature of the student population.

Alternative Governance Plan

During the 2010-11 school year, leadership made the decision not to utilize Title I, Part A funds for the Court School program and the school was removed from PI.

Community School entered PI in 2005-06. An Alternative Governance Plan was implemented in Year 5 (2010-11) to help guide the efforts of the school to improve student academic achievement. The first part of the plan outlines the Alternative Verification Process for Special Settings (VPSS) which involves high-quality staff development in each of the four core content areas to give teachers a viable method of obtaining highly qualified status. Currently, 100% of Community School teachers are Highly Qualified, but the VPSS process remains available in the event that job assignment changes are needed in the future.

The second part of the Alternative Governance Plan outlines the selection and purchase of intervention mathematics and ELA materials. Since the plan’s inception, Inside, Edge, and Math Triumphs have been adopted and fully implemented.

2. Enrollment

Enrollment by Grade

Alternative Education programs serve students in grades K - 12; however, the majority of students enrolled in Court and Community Schools are in high school: the data for the last three years shows a Community School average of 90% and a Court School average of 92%. Of the high school student population, it is interesting to note that twelfth grade students account for approximately 40% of the Court School population and 38% of the Community School population. Over the last three years, both Court School and Community School have experienced a decrease in the kindergarten through eighth grade student population and an
increase in the high school population. These trends are typical of alternative education programs statewide due to the nature in which students are referred. It also reflects the growing need for alternative education options for students who are at risk of not graduating.
**Enrollment by Gender**

Historically, males far outnumber females in the Alternative Education program. Program-wide, the male student population has averaged 77% over the last three years. Specifically in Court School, the male and female populations have averaged approximately 88% and 12%, respectively. From 2010-11 to 2012-13, males in Community School have comprised 69% of the population, while females comprised 31%. The percentage of male and female students has remained relatively stable over the last three years and is true of other Juvenile Court and Community Schools, again due to the nature in which students are referred to such programs.
**Enrollment by Ethnicity**

The three largest ethnic student groups represented in Alternative Education are Hispanic, African-American, and White. In Court School, the Hispanic ethnic group has increased since 2010-11, from 55% in 2010-11 to 62% in 2012-13. Conversely, the African-American ethnic group has decreased significantly from 2010-11, from 27% in 2010-11 to 19% in 2012-13. The White ethnic group has remained stable during this same time period. In Community School, these three ethnic student groups have shown little fluctuation in recent years.
Community School Enrollment by Student Ethnicity,
Three-Year Average
(Data from Aeries)

- African-American: 21.95%
- American Indian/Alaska Native: 0.40%
- Asian: 13.76%
- Filipino: 0.73%
- Hispanic/Latino: 0.55%
- Pacific Islander: 0.62%
- White: 61.83%
- Multiple/No Response: 0.17%
**Enrollment by Other Student Subgroups**

In the Alternative Education program, other notable student subgroups include English learners (ELs), students receiving special education and/or Title I services, and students who qualify for free/reduced lunch. Combined, the EL percentages for Court and Community Schools have averaged approximately 17% over the last three years. The percentage of students who receive special education services has remained relatively stable since 2010-11, but there is a higher percentage of this subgroup represented in Court School compared to Community School. In Court School, the percentage of special education students has averaged 17% over the past three years, and in Community School, special education students have accounted for approximately 12% of the population. As mentioned previously, Title I, Part A funds are only utilized in the Community School program. The percentage of students who are classified as Title I has fluctuated over the last three years, going from 64% in 2010-11 to 75% in 2011-12 to 70% in 2012-13. There is also a high percentage of students who qualify for free/reduced lunch. Due to the nature of the Court School program, approximately 99% of the students qualify. In Community School, the percentage of students who qualify has increased over the last three years, from 78% in 2010-11 to 83% in 2011-12 to 91% in 2012-13. Discussion of the implications of this data is addressed later in this report.
**Enrollment by Referral Type**

Students are referred to Community School for a variety of reasons. Historically, the majority of the students fall into the Type C category which has been the case for the past three years.
3. Language Proficiency

In response to the significant population of English learners (ELs) enrolled in Alternative Education, a variety of steps have been taken to help make the curriculum accessible to EL students in order to improve academic achievement. Included in those steps are the proper identification of English learners, appropriate program placement to ensure the best opportunity for academic success, and consistent monitoring of academic progress.

For the past several years, language proficiency data was collected each spring and compared to the count of students reported on Fall Census Day the previous October. This manner in which this data was collected by the CDE did not provide an accurate portrayal of the Court and Community School enrollment as it pertains to students’ language acquisition status. Unlike traditional schools, the Alternative Education program has open enrollment year-round. As such, enrollment fluctuates greatly over the course of the year with numbers tending to be lower in the fall, and higher in the spring when more students have been referred to the program. To get a true depiction of the language acquisition status of enrolled students, the program obtained the total enrollment number from CALPADS on the same spring collection day, March 1st, to make comparisons. This yielded a more accurate count of students than if the Fall Census count was used. This discrepancy was brought to the attention of the California Department of Education during the 2012-13 school year and the CDE solicited input from districts and county offices as to how this might be remedied due to the financial implications. Resolution came in 2013-14 when the CDE decided to collect language acquisition status data on Fall Census Day in October.

The language acquisition status of students in the Court and Community Schools varies from year to year. In Court School, the percentage of ELs went from 14% in 2011 to 21% in 2012 to 15% and 16%, respectively, for the two data collection points in 2013. The spike in EL enrollment in 2012 is an anomaly in the data that the program has never been able to explain. In Community School, the percentage of ELs went from 17% in 2011 to 16% in 2012 to 19% in both the spring and fall of 2013. While the percentage of ELs has fluctuated within the Court and Community School programs separately, the combined percentages have remained relatively stable (between 16% and 18%) since 2011. This is significant in the fact that regardless of where the students may be enrolled at the time of reporting, providing solid English language instruction remains a top priority in the program.

Historically, EL percentages in Alternative Education are lower than in Kern County and California, but higher than the largest referring district, the Kern High School District (KHSD). The percentage of ELs has averaged about 20% in Kern County and about 22% in California over the last three years. In the KHSD, the percentage of ELs has averaged about 8% since 2011. This is attributed to the fact that a large percentage of the student population comes from
the North Kern Community School campus which predominantly educates students from school districts, other than KHSD, where the EL population is particularly high.

Typically, the Initially Fluent English Proficient (IFEP) and Redesignated English Fluent Proficient (RFEP) percentages are much lower than the EL percentages for students in Court and Community School. These numbers largely reflect decisions made by a student’s previous school, as Alternative Education rarely needs to determine a student’s language proficiency and rarely redesignates students. As such, the program has little influence or impact on this data.

Because the goal of an EL program is to redesignate students as Fluent English proficient (RFEP) as soon as possible, monitoring student progress is done systematically and regularly. When CELDT scores indicate that a student is a candidate for redesignation, the EL Resource Teacher gathers the additional data that is taken into consideration when making such a decision: ELA CST score, ELA CAHSEE results, credit accumulation, reading proficiency level, and teacher evaluation to see if all of the criteria for redesignation have been met. Alternative Education has redesignated 3-4 students for each of the past three years, a rate of approximately 1%. By comparison, countywide, approximately 12% of English learners are redesignated each year. This discrepancy is not unexpected because Court and Community School students often have attendance, behavioral, and/or achievement issues that have resulted in interrupted schooling and/or a lack of academic success in the traditional school setting. Additionally, a student will often not be considered for redesignation because of his/her lack of enrollment history with us. The program does not feel that it is appropriate to redesignate a “short-term” student, preferring instead for the student’s home school to have the opportunity to celebrate the achievement with the student.

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### Court School, Community School, and Kern County

**English Language Acquisition Status**

(Data from CALPADS, DataQuest)
4. Attendance

Since 2010-11, the Alternative Education program has experienced a 17% decrease in total enrollment. In 2012-13, Court School served 2,053 students (unduplicated) and had 5,715 separate enrollments (duplicated), with 390 students enrolled on Fall Census Day in October. The average length of stay in Court School was 47 days. There are extenuating circumstances that greatly affect the enrollment numbers in Court School which, due to the majority of Court School programs being within juvenile institutions, are not in the control of Alternative Education, yet negatively impact its budget and ability to keep some classrooms open and full. Such factors include the reduction in enrollment that has occurred due to probation and juvenile judicial decisions, such as a concerted effort being made since 2010 to remove more juveniles from formal probation and a drastic decrease in the numbers of juvenile petitions for criminal charges (down approximately 25% in the past three years).

In 2012-13, the Community School program served 5,564 students (unduplicated) and had 10,091 separate enrollments, with 1,408 students enrolled on Fall Census Day. The average length of stay in Community School was approximately 80 days. Historically, Community School experiences drastic fluctuations in enrollment because students are expelled, enrolled by request of their parents, or referred by the Probation Department throughout the year. Spring tends to be the highest enrollment period; however, much of the data that is collected by the State is based upon the numbers reported on Fall Census Day in October when Alternative
Education tends to have much lower enrollment. These enrollment trends are consistent with those of other alternative education programs.

Court School annual ADA has decreased by 13.5% since 2010-11. There are many factors at the county and state level that impact the ways in which juveniles are adjudicated in California, and in Kern County, specifically. Court School has averaged about 94% attendance over the last three years. As mentioned previously, juvenile court proceedings, medical appointments, and administrative restrictions often interfere with student attendance.

Community School ADA has decreased by 21% over the last three years. Because Community School is the county’s alternative for students who are truant, expelled, or referred by probation, mental health, or school districts, factors that affect enrollment are often beyond the program’s control. For example, recently one of the largest feeder districts completed building a large continuation school to serve its at-risk students and reduce its expulsion rate which has reduced the number of students referred to Community School. Such decisions by the districts can greatly affect the program and its ability to plan for the future.

The population of Community School students typically has a history of negative school experiences which leads to attendance issues. However, Community School has an average attendance rate of about 83%, sufficient as previously measured by ASAM.
Average Teacher Caseload
(Data from Alternative Education)

Average Weekly Enrollment
(Data from Alternative Education)

Number of Unduplicated Enrollments
(Data from Alternative Education)

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</table>
### 5. Suspensions, Expulsions, Crime, and Truancy

Crime is often present in the backgrounds of Alternative Education students as well as in their current living situations and, as such, many of students commit expellable offenses while they are enrolled; however, Court and Community Schools do not expel due to the fact that Court School students are placed by the court and have no other educational options, Community School students are often expelled by the districts and have no other free public school option as required by law, and the Kern County Plan for Educational Services for Expelled Students states that, in most cases, KCSOS Community School programs are the educational alternative for 43 of the 47 districts located in Kern County.

The following graphs contain suspension and truancy data for the last three years. The suspension data indicates that suspensions related to causing, attempting, or threatening physical injury have been greatly reduced while suspensions for possession, use, sale, or furnishing a controlled substance, alcohol, or intoxicants and disruption/defiance have significantly risen. The truancy data indicates that the truancy rates have remained relatively stable in Court School, whereas Community School has seen an increase.
Community School Suspensions - 2009-10 to 2011-12,
Percent Each Offense Contributed to Overall Number of Suspensions
(Data From DataQuest)
6. Socioeconomic Status

The socioeconomic status of students and their families is determined by obtaining income information in order to identify eligibility for the National School Lunch Program (NSLP). Income levels are self-reported at the time of student enrollment. The following chart shows the high percentage of Alternative Education students who qualify for free/reduced lunch. The percentage of students in Community School who qualify has increased since 2010-11. The implication of this data is discussed in detail in Chapter 3.
In Kern County, 29% of adults have not graduated from high school and, in Bakersfield specifically, a reported 22% of adults have not graduated from high school. The education level of Alternative Education parents is lower than both the county and city statistics, with 35% of adults reporting in 2012-13 that they had not graduated from high school. It should be noted that a significant number of parents declined to state their education level, suggesting that at least a portion of these respondents would also fall under the same category, thus increasing the percentage even further. This lack of parental educational achievement can generally have a negative impact on student motivation to do well in school; however, the program certainly recognizes that this is certainly not always the case.

### Alternative Education Parent Education Level, 2012-13
(Data from Alternative Education)

- Not a High School Graduate: 35%
- High School Graduate: 27%
- Some College: 15%
- College Graduate: 16%
- Graduate School/Post Graduate School Training: 5%
- Declined to State/Unknown: 1%

#### 7. Staff

All teachers working in the Alternative Education program are appropriately credentialed according to the standards issued by the California Commission on Teacher Credentialing; however, the federal No Child Left Behind (NCLB) regulations for highly qualified teacher status does not align perfectly with state credentialing requirements and Alternative Education is one of ten programs that are allowed credentialing flexibility by the Commission. California Ed Code Section 44865 states:

A valid teaching credential issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, based on a bachelor’s degree, student teaching, and specific fitness to perform, shall be deemed qualifying for assignment as a teacher.
in the following assignments, provided that the assignment of a teacher to a position for which qualifications are prescribed by this section shall be made only with the consent of the teacher: (a) Home teacher; (b) Classes organized primarily for adults; (c) Hospital classes; (d) Necessary small high schools; (e) Continuation schools; (f) Alternative schools; (g) Opportunity schools; (h) Juvenile court schools (i) County community schools; and (j) District community day schools.

In order to be designated as Highly Qualified in a high school setting, one must show subject matter competence in every core academic subject being taught. This can be accomplished through the High Objective Uniform State Standard (HOUSSSE) process, passing the single subject CSET in every core area, or earning 32 semester units in each area. Students in self-contained high school settings, such as shelters or rural one-classroom school sites, independent study, or high security Juvenile Hall classrooms, may be taught by appropriately credentialed teachers who are not highly qualified by the federal definition.

The State of California recognizes that this presents a very difficult situation for school programs given latitude in Education Code 44865 and worked to develop the Alternative Verification Process for Teachers in Special Settings (VPSS). Since the VPSS process has been in place, the program has worked diligently to help its teachers become highly qualified. Currently, 100% of Court and Community School teachers are Highly Qualified.

KCSOS has made a commitment to local school districts to provide on-going educational alternatives for expelled pupils in Kern County and, as such, Alternative Education accepts enrolling students year-round. In order to ensure an adequate staffing pattern for these new enrollments, hiring also occurs throughout the school year. The first level of staffing is the permanent staffing base and consists of 85 teachers with three different contract lengths. Because the Alternative Education program operates year-round with a school calendar that consists of 243 days, to better meet the needs of the program, teachers with the longer contract lengths are assigned to Court School sites because the number of students enrolled at these sites does not decrease during the summer months as they do in the Community Schools.

Extra-help teachers are hired throughout the year and are recruited from several teaching universities in the area. CSU Bakersfield is on the quarter system, which provides a new supply of teachers for recruitment in late-November and early-March. In 2012-13, 17 extra-help teachers were hired temporarily to work in the Community School program.

In addition to the site administrators, other certificated members located on the Court and Community School campuses include transition counselors and Special Education staff. There are six transition counselors that support the Alternative Education program. Four Community School counselors are located at each of the Bakersfield Community School campuses and may also be responsible for supporting one of the outlying Community School sites. One counselor supports the North Kern Community School in Delano and Erwin Owen High School.
in Kernville. The sixth counselor supports the remaining Court School sites. The special education staff is in place to meet the needs of students who receive special education services. These students receive services through one of the Learning Centers located at various Court and Community School sites: Central School, Redwood High School, Erwin Owen High School, Bridges Academy, North Kern Community School, Blanton Student Education Center, and Sillect Community School.

Instructional aides and paraprofessionals are also key members of the instructional staff. Currently, there are 41 instructional aides and 8 paraprofessionals that work in the Court and Community School program. Due to cuts in funding, the ratio of teachers to instructional aides has been 2 to 1 in the classroom and 6 to 1 in the independent study setting. Leadership has been aware of the challenge this restructuring presented and has worked diligently to support teachers and other instructional staff. At this time, Community School is in the process of restoring a 1:1 ratio in classrooms. In the coming months, additional instructional aides will be hired for Court School. Additional classified employees include campus supervisors and clerical staff. Located at each of the Community School sites, campus supervisors play an integral role in maintaining a safe learning environment. Clerical staff at both Court and Community School sites provides support to instructional staff and administration and facilitates communication between the school sites and a variety of stakeholders.

District level administrators, specialists, and support staff are located at the County Office. The administrative staff includes the Directors of Alternative Education and the Vice Principal of Curriculum and Instruction. The Reading Specialist and EL Resource Teacher are also based here and provide support to all school campuses.

<table>
<thead>
<tr>
<th>Teacher Credentials, 2011-12</th>
<th>Court School</th>
<th>Community School</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Full Credential</td>
<td>23</td>
<td>71</td>
</tr>
<tr>
<td>Without Full Credential</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teaching Outside Subject Area of Competence (with full credential)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Teacher Credentials by Subject Area, 2012-13
(Data from Alternative Education)

Years of Service, 2012-13
(Data from CALPADS)

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>46%</td>
</tr>
<tr>
<td>Math</td>
<td>13%</td>
</tr>
<tr>
<td>Science</td>
<td>12%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>8%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>6%</td>
</tr>
<tr>
<td>Art</td>
<td>5%</td>
</tr>
<tr>
<td>Multiple Subjects</td>
<td>5%</td>
</tr>
<tr>
<td>Special Education</td>
<td>8%</td>
</tr>
<tr>
<td>Vocational Education</td>
<td>5%</td>
</tr>
<tr>
<td>Multiple Credentials</td>
<td>16%</td>
</tr>
<tr>
<td>Supplements</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
</tr>
</tbody>
</table>
## Pupil Services Staff, 2011-12
(Data from SARCs)

<table>
<thead>
<tr>
<th>Position</th>
<th>Court School</th>
<th>Community School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselor</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Counselor (Social/Behavioral or Career Development)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library Media Teacher (librarian)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library Media Services Staff (paraprofessional)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Psychologist</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Social Worker</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Nurse</td>
<td>0.25</td>
<td>0.75</td>
</tr>
<tr>
<td>Speech/Language/Hearing Specialist</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Resource Specialist (non-teaching)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>

## Alternative Education Staff Description:
Percent of Staff by Ethnicity/Race and Gender - 2012-13

### Gender
- Female: 60%
- Male: 40%

### Ethnicity
- Hispanic or Latino: 14%
- Not Hispanic or Latino: 73%
- Decline to State: 13%

### Race
- American Indian or Alaskan Native: 11%
- Hawaiian: 1%
- Filipino: 3%
- Black or African American: 3%
- White: 70%
- Decline to State: 12%
8. Professional Development

In 2008, a comprehensive master plan for program and professional development was produced by the curriculum and instruction team. Since its creation, the plan has been reviewed and updated annually to reflect the progress and changing needs of the program. Professional development opportunities are based on the identified Critical Learner Needs as determined by student performance data and also input gathered from administrators and instructional staff. Results from the Academic Program Survey (APS), the PI Year 3 LEA Plan End-of-Year Report, and feedback from PLC meetings have also been used to determine program-wide professional development needs.

In 2012-13, the Alternative Education program implemented a Professional Learning Community (PLC). During the first year, much attention was paid to building the foundation of the PLC teams as leadership understood that the development of a PLC is a process. Now that a solid foundation has been laid, the PLC focuses on results and student learning. Specifically, PLC teams have begun the work of analyzing student performance on local assessments and collectively identifying gaps in student learning to help guide instruction. Due to the geographic challenges of multiple campuses throughout Kern County, the PLC teams are only able to meet on the third Wednesday of each month; however, additional collaboration opportunities are available via email and other technological platforms (e.g. Google Docs, Dropbox, etc.).

In August of 2012, Court and Community School staff was trained on the new Common Core State Standards (CCSS) for ELA and math. In 2013-14, most of the professional development offered will be focused on preparing teachers and other instructional staff for the implementation of the new CCSS and Smarter Balanced assessments through a series of staff development workshops conducted by and ongoing consultation with the Curriculum, Instruction, and Accountability Division of KCSOS. With their assistance, a plan for program-wide CCSS implementation is currently being developed and will be put into action starting in the fall of 2013.

Additional professional development opportunities that have been offered throughout the past three years, and which will continue to be available as needed, include:

- California English Language Development Test (CELDT)
- Write to Learn
- Step Up to Writing
- ELD/SDAIE strategies (e.g., reciprocal teaching, close reading, content and language objectives, etc.)
- Differentiated instruction
• Thinking Maps
• Fab Vocab!
• VPSS
• ELA core and intervention curricula

Many teachers also take advantage of workshops offered through the KCSOS Curriculum, Instruction, and Accountability division, the Regional System of District and School Support (RSDSS) program, and BTSA. In addition, BTSA coaches provide site-based support to new teachers throughout the year in the form of coaching and mentoring, and Peer Assistance Review (PAR) is available for veteran teachers in need of guidance.

The Curriculum and Instruction Leadership Team provides ongoing research-based coaching and mentoring to teachers and paraprofessionals for reading and math intervention. Scheduled site visitations by the Reading Specialist and EL Resource Teacher provide ongoing training and support for teachers, paraprofessionals, and instructional aides. The Reading Specialist serves as a resource to support teachers by providing staff development, modeling lessons, and working directly with students who have been identified as needing additional assistance to improve their reading. The EL Resource Teacher provides ongoing instructional assistance and support for teachers in English Language Development. This teacher supports the staff through peer coaching, creating and modeling lessons, providing staff development, and working directly with EL students who have been identified as needing additional support.

Additionally, curriculum teams of content-area teachers provide input for the local adoption process and work diligently to implement new curriculum and instructional strategies in all settings. These teams are also in the process of creating pacing calendars, curriculum maps, and lesson plans for each of their subject areas to replace the *Sequenced Pattern of Instruction*. Furthermore, select members of each curriculum team facilitate and lead the instruction for the VPSS process to ensure that all teachers meet the Highly Qualified standard under NCLB.

Site administrators also make regular classroom visits to monitor pacing, program implementation, and instruction. Observations and feedback from these walk-throughs help to identify areas of need and guide professional development for the program.

9. **District Policies/School Financial Support**

The Directors of Alternative Education develop the annual budgets based on projected attendance. These budgets are adjusted quarterly as attendance reports are computed to ensure fiscal security throughout the year. The teacher bargaining unit contract dictates classroom size and benefit packages. These expenses are budgeted first with informal advisory committees suggesting priorities for instructional purchases. A greater emphasis on selected core curricula is made during textbook adoption years.
During tight fiscal years, grant funding is aggressively sought to augment the many and various needs of the students such as pregnant and parenting teen classes, after-school support, paid employment experiences, and substance abuse prevention.

Alternative Education, in a collaborative partnership with the community, has adopted a comprehensive approach to effectively utilizing its resources. Kern County Mental Health and the Kern County Probation Department have aligned with Community Schools to partner staff and services at these sites. Maintaining successful schools involves building a school climate that nurtures staff development, provides meaningful opportunities for professional growth, purchases state adopted or standards-aligned materials and textbooks, and provides a safe, clean environment to foster learning. In addition to effectively allocating school resources, Alternative Education has brought together community organizations to enrich student achievement and accomplish the Schoolwide Learner Outcomes.

**Monies from Other Funding Sources**

In addition to the basic state funding that Alternative Education receives to serve and teach students, monies from a variety of categorical funding sources provide supplementary services, as well. The following list describes the categorical funding programs in which Alternative Education participates:

1. AB 825 Block Grant
2. Beginning Teacher Support and Assessment (BTSA)
3. School Age Families Education (Cal-SAFE)
4. Washington School Safety funds
5. Education Technology K-12 Voucher Program
6. First 5
7. Foster Youth Grant
8. Kern County Consortium’s Title IV Safe and Drug Free Schools
9. Lottery monies/State textbook funds
10. School Safety & Violence Prevention Act Funds
11. Special education funding
12. Title I, Part A
13. Title I, Part D
14. Title II
15. Title V Innovative Strategies
16. Workforce Investment Act (WIA) funding
D. Student Performance Data

Court and Community School students face unique challenges in their educational experiences. Due to the high turnover rate of students, the challenge of achieving regular attendance, and the educational gaps that students frequently have, high-stakes tests are not typically the best measure of student achievement in the program. However, importance of high-stakes tests is recognized and Alternative Education continues to find ways to meet the needs of its students.

1. CSTs

Due to the nature of the Alternative Education setting, the task of designing specific interventions for students based upon CST data is challenging. In the program, CST data is useful in determining current trends in student performance for the overall program, but not for specific year-to-year comparisons to determine growth. (For information regarding other means used to monitor and track student achievement in the program, please see Local Assessments on pp. 43-44.)

The percent of students scoring proficient or advanced on the CSTs varies greatly from year to year in each of the content areas and is typical of alternative education programs. However, the Court and Community Schools did notice a significant decrease in scores in 2012. This is believed to be due to a number of factors, including the restructuring of the independent study schedule and the full implementation of the Edge curriculum which occurred that year. 2011-12 was also when the Kern High School District opened a new continuation school, impacting the program’s enrollment numbers and the overall level of sophistication of students in the program. Despite the implications of utilizing CST results in Alternative Education to assess growth, this data does indicate that the program needs to continue to focus efforts on raising student achievement, especially in ELA and math.

![Alternative Education, CST Summary Data](chart.png)

(Data from DataQuest)
2. CAHSEE

Alternative Education provides CAHSEE preparation and remediation for students in grades 10 - 12. Unfortunately, due to budget reductions and the loss of CAHSEE intervention funding, there are no longer CAHSEE tutors or teachers. With the lack of specific funding earmarked to help students pass the CAHSEE, a more inclusive approach is being taken to providing preparation and intervention. Currently, each of the sites is responsible for determining how CAHSEE instruction is delivered.

Historically, passage rates have been analyzed as a measure of student achievement; however, upon recent reflection, it has been realized that by only considering passage rates, the progress made by a large portion of the student population was being overlooked. Many of students take the CAHSEE several times and, while they may not pass, their scale scores do show improvement. Therefore, the decision was made program-wide to analyze CAHSEE scale scores to assess growth and identify strands on which to focus.

Because it is a requirement for graduation, student motivation tends to be higher for the CAHSEE than for other state tests. Therefore, CAHSEE scores tend to be a more accurate reflection of students’ abilities. Targeted instruction is typically provided in the weeks prior to each administration.

![CAHSEE Passage Rates - All Administrations](Data from DataQuest)
3. CELDT

Several staff members from each school site have been trained to administer and score the CELDT. Annual CELDT trainings are conducted by the ELD Resource Teacher to ensure that examiners meet or exceed the required calibration level.

As is typical of schools throughout California, most students in Court and Community School score at the Intermediate proficiency level with the fewest students being Beginning or Advanced. As with the CSTs, overall comparisons from year-to-year are not reliable because of the transient nature of the student population. The program does, however, analyze data for those students who test at Court or Community School in two consecutive years. Data for the past three years indicates that a significant number of students are increasing their proficiency level from one year to the next and a steadily increasing percent of students are meeting the CELDT criterion.
Court School - CELDT Annual Assessment, 3-Year Comparison, All Grades
(Data from DataQuest)

Community School - CELDT Annual Assessment, 3-Year Comparison, All Grades
(Data from DataQuest)
Students Whose CELDT Proficiency
Increased by at Least 1 Level
(Data from Alternative Education)

Alternative Education Students Meeting CELDT Criterion,
3-Year Comparison, All Students, All Assessments
(Data from DataQuest)
4. Physical Fitness Testing

The California Physical Fitness Test (CPFT) is administered at all Alternative Education sites where space is adequate and safety allows. Though CPFT data typically suggests that Alternative Education’s students are unhealthy and inactive compared to students in the wider Kern County area and the State, the percentage of students who were in the Healthy Fitness Zone increased in most Physical Fitness Areas for Grade 7 and Grade 9 from 2010-11 to 2012-13 and in each of the three past years, most students were in the Healthy Fitness Zone in most Physical Fitness Areas. The program’s physical education teachers work hard to motivate students to maintain or develop healthy lifestyles by providing flexible activities, creative health lessons, and after school workout classes at some sites. Students are inspired by positive instructors who themselves embrace fitness and health.

At the Court School sites, physical education is handled by the Kern County Probation staff and these students do not participate in physical fitness testing; therefore, the following data is for Community Schools only.

<table>
<thead>
<tr>
<th></th>
<th>Grade 5</th>
<th>Grade 7</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of Students in HFZ</td>
<td>% of Students in Needs Improvement</td>
<td>% of Students in Needs Improvement, High Risk</td>
</tr>
<tr>
<td>Aerobic Capacity</td>
<td>18.2%</td>
<td>81.8%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Body Composition</td>
<td>45.5%</td>
<td>18.2%</td>
<td>36.3%</td>
</tr>
<tr>
<td>Abdominal Strength</td>
<td>45.5%</td>
<td>54.5%</td>
<td>N/A</td>
</tr>
<tr>
<td>Trunk Extension Strength</td>
<td>100.0%</td>
<td>0.0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Upper Body Strength</td>
<td>63.6%</td>
<td>36.4%</td>
<td>N/A</td>
</tr>
<tr>
<td>Flexibility</td>
<td>45.5%</td>
<td>54.5%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

2011-12

<table>
<thead>
<tr>
<th></th>
<th>Grade 5</th>
<th>Grade 7</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of Students in HFZ</td>
<td>% of Students in Needs Improvement</td>
<td>% of Students in Needs Improvement, High Risk</td>
</tr>
<tr>
<td>Aerobic Capacity</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Body Composition</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Abdominal Strength</td>
<td>0.0%</td>
<td>0.0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Trunk Extension Strength</td>
<td>0.0%</td>
<td>0.0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Upper Body Strength</td>
<td>0.0%</td>
<td>0.0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Flexibility</td>
<td>0.0%</td>
<td>0.0%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
As mentioned earlier in this chapter, Court School has not always had enough valid test scores to render an API score. This was the case in 2010-11. In 2013, an API score of 467 (a decrease of 75 points) was based on only 17 valid scores, which was less than 1% of the total population served in Court School that school year. Court School has not met the API criteria in the last three years due to a lack of sufficient scores and has shown a significant decrease in its API score.

API scores for Community School have remained relatively stable over the past three years. Although the number of valid scores in Community School has increased over the last three years, it still only represents 1% - 2% of the total population served during the corresponding school year. Community School did meet the API criteria in 2013.
6. AYP

Participation rates, proficiency rates, API scores, and graduation rates measure AYP and neither Court nor Community School has made AYP in the past three years. As the federal indicator required by the No Child Left Behind Act, this is an unreliable measure of success of Alternative Education students and the program. As mentioned in the previous section, the number of valid test scores represents a small percentage of the total student population due to the high mobility rate of students in Court and Community School.

The Court School program has met the participation criteria for the last three years. In 2013, the participation rate was 98%. Even though most Court School students are served in residential programs, obtaining a 100% participation rate is not a given. As mentioned earlier in this chapter, several factors affect the school’s ability to meet the participation rate criteria. School staff continues to work closely with probation to address the identified challenges.

In 2010-11, there were not enough valid scores for ELA or math to render a proficiency rate for Court School students. In 2012 and 2013 the ELA proficiency decreased slightly from 12.5% to 11.8%. In math, 12.5% of students in 2012 and 0% in 2013 scored Proficient or Advanced.

In Community School, the participation rate has not been met in the last three years. It has decreased slightly from 2010-11 to 2012-13, from approximately 91% to 89%.

Proficiency rates in ELA in Community School have decreased from 11.8% in 2010-11 to 6.4% in 2012-13. In math, proficiency rates have increased from 3.4% in 2010-11 to 4.4% in 2012-13.
Alternative Education is assigned the countywide graduation rate and the graduation rate criterion was met in 2011. This has not been the case in subsequent years.
7. Local Assessments

One of the Critical Areas for Follow-up identified during the 2008 WASC process was the need for Alternative Education to implement local assessments that more accurately reflected the progress students were making, particularly in reading and math. In response, Court School purchased and implemented the STAR Renaissance reading and math. STAR Renaissance is Internet-based and computer-adaptive which provides an opportunity for students to be assessed more frequently and with better accuracy. The current testing protocol measures student growth in reading and math every 90 days. By setting up this pre/post testing schedule...
for long-term students, Court School has been able to gather meaningful data for the program which is used to guide instruction. The data indicates that students are making solid academic growth in the 90 day windows between test administrations; however, there was a marked decrease in math growth from 2011-12 to 2012-13.

<table>
<thead>
<tr>
<th>Court School STAR Renaissance Growth Scores (Total Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Data from Alternative Education)</td>
</tr>
<tr>
<td>2010-11</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
</tbody>
</table>

With the success Court School experienced with the implementation of STAR Renaissance, the decision was made to utilize the assessment program in Community School as well. At this time, Community School students take the STAR assessments upon enrollment. Administration is discussing how to implement a testing schedule program-wide similar to what exists in Court School. Currently, retesting every 90 days occurs at some school sites, but not all.

In addition to the pre/post testing data that the STAR Renaissance provides, it is also used program-wide to place students in the appropriate classes and curriculum.

With the adoption of the *Inside* and *Edge* reading intervention programs, curriculum-embedded assessments were given significant attention beginning in 2011-12. A pacing calendar was developed to assist teachers in planning and instruction and includes dates for administering the benchmark assessments throughout the year. This assessment data is then used to guide instruction and monitor program effectiveness. Given the transient nature of Alternative Education students, the initial step in collecting this type of data program-wide has been challenging. The Curriculum and Instruction Leadership Team continues to address the challenges as shared by the instructional staff. This will continue to be an area of focus in the 2013-14 school year.

### 8. Completion Rates

In 2012-13, 265 students graduated from Court and Community Schools. Due to the open entry/open exit nature of the program, Alternative Education is assigned the Kern County graduation rate (76% in 2011-12). As an Alternative Education program, the goal is to help students successfully return to their home districts to work toward graduation. Transition counselors make attempts to follow up with students who have returned to their districts to determine if they have graduated since leaving the Alternative Education program; however, these results are not reflected in the program’s number of graduates.
D. PERCEPTION DATA

Perception data surveys were distributed through several avenues: teachers provided surveys to students which were then completed in class, parents completed surveys at the Town Hall Meeting in the spring of 2013 and during Open Houses in the fall of 2013, Partner Agency surveys were distributed by email, Certificated staff surveys were distributed to teaching staff by the Lead Teacher Committee, and classified staff completed their surveys online through Survey Monkey.

Parent Survey Summary

WASC Leadership team members generated a survey for parents during the fall of 2013. Two-hundred and five parents were surveyed. The survey was composed of 11 statements/questions. Parents rated statements using a range of six responses, from “strongly agree” to “no response.” They were also asked questions about technology use at school and at home. Overall results indicate that parents are very satisfied with the educational services that Alternative Education provides to children.

Areas of Strength

The significant majority of parents agree that Court and Community Schools are providing their children with a quality education, with 93% agreeing/strongly agreeing to this survey question. 91% percent of parents surveyed believe that Court and Community Schools provides a safe and positive learning environment with staff who are professional, helpful, and care about their children’s educational success.

A solid 88% of those surveyed feel that Court and Community Schools encourage parental involvement in their children’s education. That same percentage applies to parent satisfaction regarding support services that Court and Community Schools provide for their children and families.

Areas of Growth

Access to technology presents concerns both inside and outside of the classroom. 69% of parents surveyed believe that their children have access to technology in school. While 80% of parents agree/strongly agree that their children have skills to use technology, only 69% acknowledge feeling adequate about their own technology awareness.
Parents indicate that the following technology is available in their homes:

- Tablet/iPad: 20%
- Computer: 49%
- Smartphone: 42%
- Internet/WiFi: 47%

Parents receive messages through:

- Voicemail: 123/60%
- Email: 93/45%
- Text: 129/63%
Student Survey Summary

During the fall of 2013, WASC Leadership team members generated a student survey composed of 12 statements/questions. Students rated statements using a range of five responses, from “strongly agree” to “strongly disagree.” They were also asked a number of questions about technology use at school and at home. Surveys were completed by 582 students. Results indicate that although the majority of students are satisfied with the educational services that Alternative Education provides, there are also areas of growth that need to be addressed.

1. **KCSOS Court and Community Schools provide a quality education that improves learning.**

   **Areas of Strength**
   With 78% of respondents agreeing to varying extents, the majority of Alternative Education students feel that Court and Community Schools provide a quality education that improves learning.

   **Areas of Growth**
   Although the majority of students are satisfied with the quality of education provided by Court and Community Schools, 21% indicate that they are not satisfied, a significant number to address.

2. **KCSOS Court and Community Schools provide safe classrooms and positive learning environments.**

   **Areas of Strength**
   With 76% of respondents agreeing to varying extents, the majority of Alternative Education students feel that Court and Community Schools provide safe classrooms and positive learning environments.

   **Areas of Growth**
   Although the majority of students are satisfied with classroom safety and positive learning environments, 21% indicate that they are not satisfied, a significant number to address.

3. **I am satisfied with the amount of support and help that is provided to me by my teachers.**

   **Areas of Strength**
   With 79% of respondents agreeing to varying extents, the majority of Alternative Education students are satisfied with the support and help provided to them by their teachers.
**Areas of Growth**

Although the majority of students are satisfied with the support and help they receive from their teachers, 20% indicate that they are not satisfied, a significant number to address.

4. **KCSOS Court and Community School’s staff is professional, helpful, and cares about my success.**

**Areas of Strength**

With 74% of respondents agreeing to varying extents, the majority of Alternative Education students are satisfied that school staff is professional, helpful, and cares about their success.

**Areas of Growth**

Although the majority of students are satisfied with the professionalism, helpfulness and caring of school staff, 25% indicate that they are not satisfied, a significant number to address.

5. **I know where to get information about my progress in school and credit needs.**

**Areas of Strength**

With 84% of respondents agreeing to varying extents, the majority of Alternative Education students are satisfied that they know where to go for information regarding school progress and credit needs.

**Areas of Growth**

Although the majority of students are satisfied that they know where to go for information regarding school progress and credit needs, 16% indicate that they are not satisfied, a significant number to address.

6. **I am satisfied with the support provided by the Court and/or Community School’s program in preparing me for the California High School Exit Exam (CAHSEE).**

**Areas of Strength**

With 73% of respondents agreeing to varying extents, the majority of Alternative Education students are satisfied that the Court and Community Schools program prepares them with the support needed to prepare for the CAHSEE.

**Areas of Growth**

Although the majority of students are satisfied that the Court and Community Schools program prepares them with the support needed to prepare for the CAHSEE, 27% indicate that they are not satisfied, a significant number to address.
7. **What types of technology do you have access to at home?**

   Students report to have access to the following technology at home:
   - Tablet/iPad: 36%
   - Computer: 54%
   - Smartphone: 64%
   - Internet/WiFi: 61%

8. **How often do you use technology in school?**

   - Daily: 13%
   - Weekly: 3%
   - Sometimes: 18
   - Not Very Often: 28%
   - Never: 36%

   **Areas of Growth**

   With 64% of students responding that they use technology in the classroom not very often or never, this is a very significant number to address.

9. **How often does your teacher use technology in school?**

   - Daily: 50%
   - Weekly: 9%
   - Sometimes: 20%
   - Not Very Often: 13%
   - Never: 6%

   **Areas of Strength**

   Students report that 59% of their teachers use technology daily or weekly.

   **Areas of Growth**

   Students report that 38% of their teachers use technology sometimes, not very often, or never, which is a very significant number to address.

10. **It is important to my education and my future to have access to technology.**

    **Areas of Strength**

    With 90% of respondents agreeing to varying extents, the overwhelming majority of Alternative Education students agree having access to technology is important to their education and their future. Students are motivated to become 21st century learners.
11. Check all of the following ways you receive messages.

Students report they receive messages in the following ways:

Voicemail: 34%
Email: 44%
Text Messages: 72%
Partner Agency Survey Summary: Kern High School District

During the fall of 2013, WASC Leadership team members generated a survey specifically designed for Kern High School District administrators. The survey was composed of 10 open-ended questions based on the findings from Critical Learner Needs. Three Kern High School District administrators responded to the survey.

Survey responses indicate that significant progress has been made in the areas of leadership and organization, curriculum and instruction, assessment and accountability, and school culture. According to respondents, Alternative Education has made great strides regarding communication, the quality of student services, and student success as students transition Alternative Education and Kern High.

Leadership and Organization

1. What types of communication are used when referring a student from your district to ensure the transition to Alternative Education has been complete?

Livingston

Staff indicates that Court and Community Schools provide a digital referral that each Dean of Students or Site Administrator completes and the student and parent sign. A copy of the referral with school site, address and phone number is provided to the parents. The parents are instructed to call the assigned Community School to make an appointment the following day. A copy is filed in the student’s cum file and a copy is sent to Pupil Personnel Services at KHSD office.

2. What is the procedural role of Alternative Education that assists you when a student is returning to your district?

Livingston

One responder notes that Alternative Education sends a list of students who are returning to the district. Returning students also bring copies of their transcript that lists the courses completed. Another responder reports that the Administration at Community School and the Administration in Pupil Personnel Services collaborate regarding returning students, and then each Alternative School is provided a list of students returning to their respective schools. At that point, the home school contacts the student and an induction meeting is held with the school Administrator, parent and student.
Curriculum and Instruction

3. What improvements have been made to align courses so that students are able to complete courses for graduation?

Areas of Strength

Staff responds that the Kern High School District and Alternative Education offer the same courses and credit requirements that count toward graduation. Also, students who transfer to Alternative Education are given the opportunity to continue work in progress from Kern High. Comments include that “Community School has been increasingly diligent to keep kids on track to finish work in progress and to support the 220-credit requirement of the KHSD.”

4. What developments/tools have been implemented to improve transcript analysis and their efficiency?

Areas of Strength

Staff reports that when students return, they have a form called “Alternative Education School Withdrawal Form” that explains work completed with a letter grade, credit, effort/performance, behavior, and attendance. In addition, “communication by email has dramatically improved the speed of communication and made a request for transcripts immediate.”

5. When working with a student who receives support services, how are documents and necessary resources communicated both when a student is exiting and entering your program after expulsion?

Areas of Strength

Staff responses include:

“Students with an active IEP leave the Dean’s Office with a copy of their IEP to give to Alt. Ed. at registration.”

“We have a partnership with Lamont Clinica Sierra Vista, which provides services. We have hard copies of available support services that we provide for the parent, and we list the needed services on the referral. Support services include Kern Mental Health Substance Abuse System Care, Youth Treatment Guidelines and Program Principles, and Aggression Replacement Training/Teaching Prosocial Skills.”

“This information is communicated on the Community referral or by phone call.”
6. What strategies and programs are you aware of that provide students the ability to improve reading and math skills? Could some of your strategies overlap with those provided here? Please list.

Respondents listed the following programs and strategies:

- **Programs:**
  - Opportunity Classes
  - After School tutoring
  - Work Force
  - Reading 180
  - Freshman Academy
  - Saturday School
  - Revolution
  - APEX
  - Odyssey Ware
  - Literacy
  - CAHSEE English
  - Renaissance Star Reader

- **Reading Strategies:**
  - Scaffolding reading instructions
  - Breaking materials into very small chunks
  - Connecting the story to a real-life situation or emotion
  - Making reading multisensory though audio books, DVDs, or being read to
  - Connecting to literature through art; and the
  - The need for repetition
  - Common Core
  - PLC
  - Writing and Reflecting on Learning
  - Schema Based Instruction
Math Strategies:
Active Engagement
Use of math tools
Comparing of Different Strategies/Algorithms
Questioning and Risk Free Environment
Problem Solving
Communication
Connection to the Real-World
Estimation and Using Mental Math
Common Core
PLC
Schema Based Instruction

Assessment and Accountability

7. In what ways are students being assessed to better prepare them for a seamless transition between programs?

Areas of Strength

One responder reports that when a student returns to Kern High, the counselor assesses the Community School transcript and assigns classes based on the need of each student. The county has also compiled a universal course code sheet that allows both agencies to assess transcripts. Another staff member indicates that both the registrar and the counselors review the transcripts to ensure that they are placed in the right classes, and credits are given in each core subject.

8. What are some ways that both programs are ensuring the accountability of mastery? Grade Level Verification? Appropriate Credits Awarded? Competency?

Areas of Strength

Responses include CST, Common Core, common formative and summative assessments, CAHSEE, benchmarks, and CELDT. Also mentioned is the evaluation of credits earned, reading score, and CAHSEE passage or CAHSEE score improvement.
School Culture

9. In what ways have you noticed the improvements of our school culture?

Areas of Strength

One responder feels that the ART program and substance abuse program can help students. Parents are more familiar with Alternative Education, and students are offered flexible schedules. Students also feel safe and feel that staff members care about them and their success.

Another staff member notes that more students return with more credits than in the past, and communication between all parties involved has improved.

Additional comments include, “I feel that as communication between programs has increased, the quality of student services and student success have both improved. We have graduated 65 students thus far this year, and we are poised to graduate another 56 by the end of the summer. Many of these students were serviced by both Community and Tierra Del Sol.”


Areas of Strength

Staff members indicate that students have felt supported through the ART program, substance abuse program, child care provisions, counseling, the Parent Project, the ability to recover credits, and availability of flexible hours.

Another response mentions that students returning from community schools regularly ask for referrals to return to back community. “I think it is due to the positive way in which they are treated. They are successful there as well, so they want to return. I think it’s for all the above reasons.”
Partner Agency Survey Summary: Kern County Probation Department

During the fall of 2013, WASC Leadership team members generated a survey specifically designed for the Kern County Probation Department and Mental Health Services. The survey was composed of 13 open-ended questions to highlight agency perceptions regarding the strengths and areas of improvement in partnering with the Alternative Education program. Three probation administrators responded to the survey.

Survey responses indicate a very positive and productive relationship with Probation in providing a quality educational program, supporting administration, leadership and collaboration practices, and continuing to find ways to offer extended learning opportunities.

Quality of Educational Program

1. Overall, how effective do you think the KCSOS Alternative Education program is at providing a quality educational experience for at-risk students?

Areas of Strength

Probation staff unanimously agrees that the Alternative Education program is very effective in serving the educational needs of at-risk students.

2. In what ways is KCSOS Alternative Education currently meeting the academic and credit needs of its students, helping them move toward graduation?

Areas of Strength

Most staff cites the progress in earning academic credit, since most students who enroll in Alternative Education are behind in school. Staff acknowledges that test results indicate growth in reading and math levels. The school counselor also meets with students individually to discuss the requirements for high school graduation and to provide support and encouragement while students are enrolled.

3. In what ways does KCSOS Alternative Education currently assist students in transitioning from one school to the next with minimal disruption to their education?

Areas of Strength

The Kern Crossroads Facility partners with Court and Community Schools during pre-release meetings to determine most appropriate academic placement for individual students. At Bridges Academy, the counselor meets with each student to explain the requirements to successfully complete the program. Additional support is provided if the student transitions to another school. Probation staff also mentions that recommendations for educational settings both in and outside Kern County are considered, and after placement is determined up-to-date transcripts are provided to the new school.
4. **What, if any, improvements would you like to suggest in the school program?**

   **Areas of Strength**
   
   All probation staff members participating in the survey indicate they are happy with the services Court and Community Schools provide and had no suggestions regarding program improvement.

**Administration, Leadership and Collaboration**

5. **To what degree does KCSOS Alternative Education support your agency’s mission and/or vision?**

   **Areas of Strength**
   
   Probation describes Alternative Education staff as very supportive of their vision and/or mission by helping to provide the educational services necessary for students to obtain their high school diplomas and become productive citizens in society. They state that KCSOS takes into consideration the needs of both institution and student needs and feel there is a common understanding and respect between agencies.

6. **How would you describe the overall collaboration with KCSOS Alternative Education?**

   **Areas of Strength**
   
   Responses indicate that probation staff has a very good/excellent/positive working relationship with KCSOS. Probation staff members indicate that the Court Schools principal is very proactive regarding the improvement of student services within the restrictions of facility security. School staff members attend trainings presented by probation staff. Education, probation, and mental health staff meet regularly to discuss the needs of students enrolled in the program.

7. **Does KCSOS Alternative Education respond in a timely manner to requests from your agency for information and/or action requested?**

   **Areas of Strength**
   
   All participants report that Alternative Education staff responds in a timely manner to all requests.

8. **How would you describe your level of satisfaction with the partnership between KCSOS Alternative Education and your agency in providing high quality programs for students?**

   **Areas of Strength**
   
   All probation staff is satisfied or very satisfied regarding their partnership with Alternative Education in providing high quality programs for students. Educational standards are
followed, administrators are receptive to institutional needs, and ideas are routinely presented for improvement.

9. What suggestions do you have, if any, for improvement in the area of administration and leadership for KCSOS Alternative Education?

Areas of Strength

Although no suggestions for improvement were offered, one responder notes that leadership structure includes supervision for many sites.

Extended Learning Opportunities for Students

10. What Extended Learning Opportunities exist at the site(s) you work or supervise (i.e. vocational training, after school enrichment, resource time, intervention tutoring, etc.)? Please describe the effectiveness of these opportunities.

Areas of Strength

Probation staff at Bridges Academy report that after school enrichment activities and resource time are offered three days a week and include a variety of opportunities such as resume building, participating in mock interviews, completing job applications and attending field trips to visit local vocational programs offered in the area.

Staff at Central School state that extended learning opportunities cannot be offered to students at this time, although the agency did consider a proposal to add extended learning opportunities to the daily school schedule. However, institutional needs and time restrictions prevented final approval.

Redwood students had the opportunity to participate in an ROP construction program, but funding for the program was not available after the end of the 2012-2013 school year.

11. What suggestions do you have for improvement of extended learning opportunities for students?

Areas of Growth

Probation staff welcomes additional ideas to incorporate extended learning opportunities that work within the restricted environment of residential students.

12. What suggestions do you have for how your agency can partner with KCSOS to provide enhanced extended learning opportunities for students?

Areas of Strength

Probation staff report that they are happy with the current partnership with Alternative education, and they are open to continued collaboration/communication and exchange of ideas.
13. Is there anything else you would like to add?

Probation staff had no additional comments.
Partner Agency Survey Summary: Mental Health Providers

During the fall of 2013, WASC Leadership team members generated a survey specifically designed for the Kern County Probation Department and Mental Health Services. The survey was composed of 13 open-ended questions to highlight agency perceptions regarding the strengths and areas of improvement in partnering with the Alternative Education program. Three mental health administrators responded to the survey.

Survey responses indicate a very good relationship with mental health services in providing a quality educational program, supporting administration, leadership and collaboration practices, and finding ways to offer extended learning opportunities.

Quality of Educational Program

1. Overall, how effective do you think the KCSOS Alternative Education program is at providing a quality educational experience for at-risk students?

   Areas of Strength

   All mental health staff surveyed report that Alternative Education is very effective at providing a quality educational experience for at-risk students. Comments include that school staff is dedicated, and they meet the individual needs of students. Mental health staff at Bridges Academy are pleased that the school has a learning center for students with learning disabilities.

2. In what ways is KCSOS Alternative Education currently meeting the academic and credit needs of its students, helping them move toward graduation?

   Areas of Strength

   Staff reports that teachers and aids provide individualized support to help students succeed. Bridges Academy offer incentives for attendance. Probation, school and mental health staff also hold collaborative meetings with individual students to help solve issues, thus encouraging students to remain in school until graduation.

3. In what ways does KCSOS Alternative Education currently assist students in transitioning from one school to the next with minimal disruption to their education?

   Areas of Strength

   Mental health staff members indicate that the transition counselor is instrumental in the process of transitioning students between schools. Effective communication takes place between school sites, and information is provided to students, parents and staff who have questions about credits, transcripts, transfer options, etc.
4. What, if any, improvements would you like to suggest in the school program?

   *Areas of Growth*

   The only improvement offered from one respondent was to provide additional curriculum to meet the needs of students performing at grade level or higher.

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**Administration, Leadership and Collaboration**

5. To what degree does KCSOS Alternative Education support your agency’s mission and/or vision?

   *Areas of Strength*

   All staff surveyed report that Alternative Education is very supportive of the mental health agency and its mission.

6. How would you describe the overall collaboration with KCSOS Alternative Education?

   *Areas of Strength*

   Staff comments include excellent, very good, and respectful and helpful.

7. Does KCSOS Alternative Education respond in a timely manner to requests from your agency for information and/or action requested?

   *Areas of Strength*

   While all respondents are satisfied with Alternative Education’s response time to requests, mental health staff at Bridges Academy report that the site principal was instrumental in providing supplemental instructional materials and resolving a scheduling conflict. Teaching staff is also reported to be responsive to collaboration.

8. How would you describe your level of satisfaction with the partnership between KCSOS Alternative Education and your agency in providing high quality programs for students?

   *Areas of Strength*

   Mental health staff members report the level of satisfaction with the partnership between Alternative Education and their agency as very high. They indicate that mental health and school staff have an excellent collaborative relationship.

9. What suggestions do you have, if any, for improvement in the area of administration and leadership for KCSOS Alternative Education?

   Mental health staff had no suggestions regarding improvement in the area of administration and leadership for KCSOS Alternative Education.
Extended Learning Opportunities for Students

10. What Extended Learning Opportunities exist at the site(s) you work at or supervise (i.e. vocational training, after school enrichment, resource time, intervention tutoring, etc.)? Please describe the effectiveness of these opportunities.

Areas of Strength

Staff at Jamison School report the positive effects of individualized intervention tutoring. Staff at Bridges Academy mention resource time focused on job skills as-well-as substance abuse groups, individual counseling, and a therapy dog. Mental health staff at Bridges also offers Tail Waggin’ Tutor Program and Freedom Writers.

11. What suggestions do you have for improvement of extended learning opportunities for students?

Areas of Growth

Suggestions include providing online courses, beginning a chess club, providing additional tutoring, and playing intramural sports/competitions.

12. What suggestions do you have for how your agency can partner with KCSOS to provide enhanced extended learning opportunities for students?

Areas of Growth

The only suggestion was from one respondent who would like to recruit a school volunteer to lead a chess club.

13. Is there anything else you would like to add?

Mental health staff at Jamison School praised the efforts and dedication of school staff in educating their students.
Staff Survey Summary: Certificated

During the fall 2013 semester, WASC team members collaborated to compose open-ended questions based on the findings from Critical Learner Needs. The input was used to generate an eight question survey for Alternative Education teachers to reflect upon and provide feedback regarding program improvements and changes in the time span between the last WASC visit in 2008 and the present.

The majority of teachers completed the survey and results show that significant progress has been made in the areas of curriculum and instruction, assessment and accountability, school culture, and leadership and organization. Staff noted program improvements throughout the survey, indicating the effectiveness of better quality instruction program-wide.

Curriculum and Instruction

1. What program improvements have been made in standardizing EL instructional services and materials across the Alternative Education program?

Areas of Strength

The majority of teachers agree that the implementation of Edge and Inside have been instrumental in meeting the needs of students in the Alternative Education program, as the curricula offer a wide range of resources with additional suggestions for differentiated instruction and technology resources for both striving readers and English language learners. The addition of Curriculum Maps and Pacing Calendars align all Court and Community Schools reading intervention courses. Teachers also indicate that instruction for English learners has improved by supplementing instruction with research-based instructional strategies, including Fab Vocab!, Write to Learn, Thinking Maps, TAPPLE (EDI), and ELD/SDAIE strategies.

Additionally, teachers had the opportunity to attend a variety workshops focused on strategies for EL’s, including a vocabulary and language workshop presented by Kate Kinsella; a classroom management workshop presented by Rick Morris; and a writing strategies workshop presented by Anita Archer.

Areas of Growth

Some teachers would like additional training for the EL components that are imbedded within the reading intervention curriculum.
2. What program improvements have been made in increasing student participation in school programs, supporting enrichment activities for students, and creating more extended-learning opportunities?

Areas of Strength

Teachers note improvements through curriculum and instruction, field trips, and other programs and opportunities that contribute to student enrichment activities and extended learning opportunities. Teachers specify the implementation of new ELA/ELD curricula and the ability to assign students to textbooks and courses based on student reading level. The application of research-based instructional strategies has strengthened curriculum by providing scaffolds to connect students to core curriculum.

Teachers acknowledge the restructuring of the Independent Study model and extension of the instructional day promotes small group instruction and participation. Also mentioned is the hiring of a reading intervention teacher to work with Court School students who need the most intensive reading instruction. Foster Youth services and various volunteers provide some students with reading help during after school tutoring.

Since the 2008 WASC visit, students have been offered the opportunity to attend field trips that include visits to Edwards Air Force Base, participation at the Leaders in Life conference, tours at local college campuses, attendance at Condors hockey games at Rabobank Arena, and participation in diversion programs conducted at Delano and Wasco correctional facilities.

Some other programs and opportunities include Open House/Back to School Night, trips to Camp Keep, Career Day for seniors, vocational classes offered at Redwood (construction) and Erwin Owen (auto repair), the vocational opportunity provided through the YouthBuild grant, job preparation and placement through JobsPlus!/Careers Plus Center, and drug counseling and anger management courses.

Areas of Growth

Staff concerns include the elimination of many enrichment and extended learning opportunities due to budget cuts, particularly CAHSEE preparation labs.

3. What program improvements have been made to create and expand vocational training opportunities?

Areas of Strength

Teacher responses include the contribution of Foster Youth Services which provides an Independent Living Program for clients who are 16 years or older to develop job skills and healthy living traits as they transition into adulthood. The JobsPlus! Program provides a website that allows teachers to refer students for various job opportunity courses and workshops. The program has also expanded to offering job placement services after graduation. Site transition counselors are available to assist students with information
regarding various vocational training opportunities as-well-as arrange presentations by vocational speakers.

**Areas of Growth**

Teachers would like to see more vocational opportunities offered program-wide, including opportunities at the outlying sites.

**Assessment and Accountability**

4. **What progress has been made in implementing alternative qualitative and quantitative assessments that are better suited to the needs of staff in acquiring accurate and timely information about our at-risk and transient student population?**

**Areas of Strength**

Teacher feedback indicates that the implementation of research-based instructional strategies has proven successful as alternative assessment tools to monitor student learning. Many campuses also have access to Senteos to check for understanding. New course study guides include qualitative assessments for many core subjects. Teachers note that the assignment of extension activities provides an alternative measure through project-based learning opportunities.

**Areas of Growth**

Teachers would like to increase the use of alternative qualitative and quantitative data gathered in the classroom.

5. **What progress has been made in implementing formative and summative assessments that more accurately measure student understanding of content standards and student academic achievement in order to modify classroom instructional priorities and activities?**

**Areas of Strength**

Since the program-wide implementation of selected research-based instructional and SDAIE strategies, teachers use the generated results regularly to measure student progress and to provide immediate feedback. ELD/SDAIE workshops continue to introduce/reinforce teachers with effective strategies useful in formative assessment of student learning and in providing connections to content standard competence.

Furthermore, newly-adopted textbooks provide curriculum-embedded assessments/benchmark testing. The *Algebra Readiness* text aligns with California State Content Standards and provides progress monitoring assessments, standards reviews, and practice books; the math companion can also be used for additional support. *Edge* Cluster Tests ensure frequent progress monitoring with re-teaching resources available online.
Teachers also agree that the addition of the STAR Renaissance has provided accurate measurement regarding skill growth through pre/posttest administration. CAHSEE test results supply additional information to guide instruction.

**Areas of Growth**

Some teachers would like to implement *Edge* Unit Tests. Other teachers indicate that finals for each course should be developed and administered online. Another respondent shares that reading enrichment questions should be revised to address literary terms. Additional concerns regard modifying assessments for striving readers and accurate measure of progress for students who do not put forth a full effort.

**School Culture**

6. **What progress has been made in increasing staff development/training opportunities regarding behavior modification strategies?**

**Areas of Strength**

PLC meetings have included collaborative discussions within groups regarding behavior modification strategies. Teachers have also indicated that instructional training in intervention curricula, EDI, and VPSS training has helped to keep students more focused, on task, and less likely to develop behavioral issues. Teachers respond that the Ruby Payne poverty workshops provide better understanding of the lower-socioeconomic culture.

Transition counselors delivered a behavioral strategies workshop, Identifying Triggers and De-escalation Strategies. Counselors also suggest alternative approaches regarding individual students. Pro-ACT trainings have been provided for teachers to develop the skills necessary to reduce or avoid restraint of students. The step policy has been revised to include alternative interventions before a behavior step is issued. Some campuses meet weekly to discuss behavior issues and strategies.

**Areas of Growth**

Many teachers would welcome additional training in behavior modification. Although some teachers acknowledge previous trainings, they feel the consistency of offerings has stagnated, and they would like to see a regular training schedule implemented.

7. **What progress has been made in improving two-way communication between the home, other school programs, and outside agencies using technology, home language communication, and other formalized methods of communication?**

**Areas of Strength**

Teachers indicate considerable progress regarding communication options and procedures with parents, other school programs, and outside agencies. Each fall, most campuses invite parents to Open House/Back to School Night, an event that provides parents an opportunity
to discuss their child’s progress and accomplishments with teachers. At that time, parents are also invited to become members of the Student Site Council. Throughout the school year, fliers are posted around the majority of campuses, inviting parents to attend the Council meetings.

Teachers note that parent phone calls are made to report student progress and/or concerns, and contact support from bilingual staff is provided if needed. Parent correspondence letters are sent home to communicate student infractions to parent/guardians. Furthermore, an educational associate has been assigned to lead the Truancy Reduction Program where proactive collaboration among school staff, parents, and probation is put into action regarding unexcused absences.

Teachers also point out that the Alternative Education website has been modified to include a Parent Resources link as-well-as additional informative links about the program. The Parent Handbook has been revised. Upon enrollment at any community school campus, all students and parents attend an orientation that includes a PowerPoint presentation regarding Community School policies and procedures. This allows consistency throughout all programs. Parents are encouraged to attend pre-release meetings at Redwood and Erwin Owen.

**Areas of Growth**

Teachers would like to see paperwork digitalized to increase efficiency.

**Leadership and Organization**

8. **What program improvements have been made in developing a process for blending the goals and objectives relative to the County Strategic Plan, the Single Plan for Student Achievement, and the WASC Action Plan to ensure a common vision for the future and a channeling of resources?**

**Areas of Strength**

Some teachers indicate that all school documents are used to guide each other in the development of learning for a common goal. The School Site Council regularly monitors and analyzes academic performance to guide educational decisions relating to many aspects of students’ educational needs (achievement/monetary). Other teachers feel that the revision of the mission statement, the implementation of the PLC, and addition of CCSS trainings have made a significant impact. The Vice Principal of Curriculum and Instruction was hired to lead curriculum revisions and modifications as-well-as provide guidance for teachers.

**Areas of Growth**

One respondent wants to see regular follow-up of relating SPSA goals in the classroom.
Staff Survey Summary: Classified

During September 2013, classified staff participated in a survey to evaluate improvements since the 2008 WASC report and to further enhance the quality of Alternative Education. The survey evaluated staff perceptions on areas including school safety, professional development, and organizational structure. 79% of support staff completed the online survey. Participation was strongly encouraged and anonymous to ensure confidentiality.

Areas of Strength

In all areas, 50 – 64% of staff agree that their campuses are safe, offer quality education, and have adequate structure. A significant amount of staff, 65% agree that the Alternative Education program provides the necessary training and support for staff to be effective in their positions.

Areas of Growth

While the survey results yield a satisfactory response, it is important to note some of the comments made on the survey. 53% of respondents feel their campus is safe for staff and students. However, at least 12 responses indicate a need for more staff and security. Through their comments, some staff members indicate they do not feel safe at their site.

One participant suggested support staff should be included in Professional Learning Communities. Perhaps they can be included in Professional Learning Communities or appropriate “task teams” appointed to encourage positive development.
Chapter II:
PROGRESS REPORT
CHAPTER II: PROGRESS REPORT

A. Significant Developments Since the Last Full Visit

In an effort to continually advance student learning and achievement, many changes and improvements have been made to the Alternative Education program since the last WASC visit in 2008. Details of these changes in the areas of Common Core State Standards, Professional Learning Communities, staffing, the independent study model, reading and math intervention, research-based instructional strategies, Title I status, and Special Education are contained in this chapter of the WASC report.

1. Preparation for Common Core State Standards

A team of Alternative Education teachers and administrators attended initial CCSS trainings in 2011-12 that were conducted by the KCSOS Curriculum, Instruction, and Accountability department. An introduction and overview of Common Core was then provided program-wide to Court and Community School staff during Alternative Education’s Staff Development Day in August 2012. An additional series of trainings are being offered throughout the 2013-14 school year to address additional CCSS topics, such as realigning textbook material with Common Core standards and components, infusing technology into teaching and learning, practical application of the mathematical practices, etc. (Please see Appendix C: 2013-14 CCSS Training Schedule.) PLC teams have begun the process of discussing strategies and enhancing lessons to meet identified student needs and effectively implement CCSS. The program continues to follow its CCSS implementation plan which includes the trainings being offered and the revision of curriculum design sequence documents for all subject areas to incorporate the new standards. Leadership continues to attend trainings to stay current on the latest information and best practices regarding CCSS implementation and to provide this information to staff as needed.

To support teachers’ implementation of CCSS within the Alternative Education setting which often includes students of widely varying ability levels within the same classroom, the Curriculum and Instruction Leadership Team created a reference binder that includes all of the California Common Core State Standards showing the progression of standards from kindergarten to Grades 11/12. The intent is for teachers to use this resource to more easily identify achievement gaps and the standards that must be mastered to advance student learning. These documents were provided to all teachers and administrators at the Staff Development Day training in August 2012.

2. Implementation of Professional Learning Community (PLC)

Beginning in 2012-13, Alternative Education implemented the Professional Learning Community (PLC) model of collaboration. The Division Administrator, Director of Alternative Education, and Curriculum & Instruction Leadership Team worked closely with site administrators and Probation
staff to modify school schedules to identify one afternoon per month that could be used for this purpose. A series of trainings were then provided to Court and Community School staff in the fall of 2012 to build the foundation necessary for an effective collaborative experience. Since this time, teachers have analyzed achievement data, considered CAHSEE passage rates, revised the vision and mission statements, provided input on the Schoolwide Learner Outcomes, created the program’s new motto, and have ongoing discussions regarding the implementation of CCSS. The integration of the PLC into professional development will continue to serve as a key to school improvement for the next several years. As an extension of the PLC, a small group of teachers gathered to revise the pacing calendar, curriculum maps, and lesson plans for the ELA intervention curriculum, Edge, for Grades 9-12. This work was also begun for Inside (Grades 4-8 ELA intervention) and the core ELA curriculum for Grades 7-12, Literature and Language Arts, and will continue until all content areas have been completed and are ready for implementation in the fall of 2014.

3. Realignment of Staffing

Since 2008, Kern County Probation Department funding and personnel have shifted as a result of budget constraints, impacting Court School enrollment. Probation has suffered significant budget cuts leading to the closure of 40 beds at the Crossroads Facility and 40 beds at Juvenile Hall, resulting in the transfer of several teachers to other school sites. Another program, STAR Academy, a non-residential program for students transitioning from a residential detention facility, was gradually phased out and funding and staff were shifted to the Bridges Academy which opened in the fall of 2008. In the summer of 2013, the 40 beds at the Crossroads Facility were reopened and staffing was fully restored.

One of many factors leading to a decline in Community School enrollment was the budget reductions throughout the state which led to comprehensive school districts retaining students who would have traditionally been referred to Alternative Education. As mentioned in Chapter 1, another factor was the opening of a new continuation school by the Kern High School District (KHSD). Furthermore, national media attention focused on high expulsion rates within KHSD caused the district to re-examine their procedures and numbers of referrals to Community School. In addition, the Kern County Probation Department began to use a new data-driven screening tool to identify and place only the higher-risk youth offenders on formal probation which resulted in fewer Probation-referred students.

A recent trend of increasing enrollment has been identified at North Kern Community School in Delano, where a new campus was opened in the spring of 2009 to accommodate more students. Due to the increase in student enrollment, staffing and resources have been adjusted accordingly.

As mentioned in Chapter 1, budget cuts and declining enrollment necessitated reductions to the number of instructional aides in Alternative Education. Changing enrollment patterns also required that some instructional aides be transferred from one site to another in order to accommodate the shifting student population. For the past two years, the ratio of teachers to
instructional aides has been 2 to 1 in the classroom and 6 to 1 in the independent study setting. However, Community School is in the process of restoring a 1:1 ratio in classrooms with additional instructional aides due to be hired for Court School in the coming months.

A significant loss to the instructional support team occurred with the retirement of the Math Specialist in February 2009. A second team member retired at the end of the 2010-11 school year. This person had provided professional development and EL and BTSA support. Neither of these positions has been filled.

Since 2008, the administrative team has also seen significant changes to its composition, including the loss of the Division Administrator for Student Services and the elimination of two Court School Principal positions. These changes have resulted in a net decrease of three administrative positions and an increase in administrative responsibilities due to the redistribution of workloads. Due to a number of retirements, promotions to other divisions, and career movements, only four of the eleven members of the current team were administrators at the time of the last WASC visit.

4. Changes to the Independent Study Model

In the fall of 2012, in response to student data, feedback from teachers, students, parents, and administration, the independent study program was revised to better meet the needs of students who are in need of this instructional setting. The primary goal was to lengthen the school day in order to provide more direct instruction in English and math, subjects in which Alternative Education students were continually testing below grade level. Collaborative meetings were held and all stakeholders’ ideas were welcomed which led to the development of a new hybrid model.

Previously, students attended school between 1-3 hours per week. With this new model, students are scheduled for 4.5 hours of instruction at least one day per week, and encouraged to attend additional days for more assistance with assigned coursework. Teachers have reported that this change has resulted in greater student engagement and productivity, and students say that the change has provided them with the additional support they have needed in order to be more successful in their completion of assignments.

5. Improved Focus on Reading and Math Intervention

With more than 85% of students in Alternative Education testing below grade level in reading and approximately 80% testing below grade level in math, Court and Community School has long seen the need to have high-quality reading and math intervention programs to help students improve achievement. To this end, High Point was used program-wide beginning in the fall of 2008, and it was replaced by Inside (Grades 4–8) and Edge (Grades 9-12) in the fall of 2011. The California Math Triumphs curriculum was also implemented in the fall of 2011.

Inside and Edge were selected to provide intervention for the striving reader and English learner populations. An intervention leadership team was assembled to ensure implementation process was systematic and focused. To further support staff, a collection of centralized resources was
developed including curriculum maps, pacing calendars, lesson plans, syllabi, study guides, and integrated research-based reading and writing instructional strategies. The leadership team, with input from other staff, created these resources in an effort to help make the curriculum more accessible to teachers and, in turn, more accessible to students. Technology also played a vital role in providing accessibility for teachers and maintaining consistency across the program.

For the California Math Triumphs curriculum, course resources were developed, including syllabi and study guides containing key academic vocabulary to help teachers access the curriculum in order to deliver effective instruction. In the absence of a Math Specialist, Alternative Education has worked with the KCSOS math coordinator to provide support for teachers.

6. Greater Emphasis on Research-Based Instructional Strategies

Since the last WASC visit in the spring of 2008, Court and Community School has worked diligently to implement select research-based instructional strategies including Fab Vocab!, Write to Learn, and Explicit Direct Instruction (EDI), and to continue to support the use of Thinking Maps.

Recognizing the importance of vocabulary development and its relation to reading proficiency, a concentrated effort was placed upon full implementation of the instructional strategy, Fab Vocab! Fab Vocab! focuses on providing explicit vocabulary instruction that research shows to be effective, as students learn to read and understand text. Another effective strategy that has effectively been implemented is Write to Learn (WtL) which focuses on academic vocabulary acquisition and developing students’ writing skills across the curriculum. Pre-selected academic words are presented program-wide to students each week. Continued emphasis has been placed on the instructional strategy, Thinking Maps®, which the program has been using since 2006. The use of Thinking Maps® has helped to further enrich instruction, in that it centers on the development of eight fundamental thinking processes identified as necessary in building students’ critical thinking skills.

After attending a workshop by Kate Kinsella, the Curriculum and Instruction Leadership Team saw the opportunity to combine all three of these strategies in order to improve the consistency and effectiveness of its academic vocabulary instruction. Words were carefully selected from the CAHSEE and the Common Core State Standards and were sequenced to align as much as possible with the Edge lesson plans on a two-year cycle. Beginning in August 2013, teachers receive weekly vocabulary development lesson activities that outline the steps for instruction (i.e., pronunciation, part of speech, syllabication, definition, cognate, examples, illustration, and word family). Students are also required to further their understanding of the word by completing cloze activities which are then shared orally. The final piece is a journal writing activity in which the Schoolwide Learner Outcomes are often infused and which allow students to demonstrate deeper understanding of the word while also practicing their writing skills.
All teachers received training on EDI from DataWORKS at Staff Development Day in August 2011. Implementation has been inconsistent, but it continues to be a strategy that administration and the Curriculum and Instruction Leadership Team believe has value for the program and continues to discuss how to provide follow-up training and support for teachers.

7. Transition from a Title I Targeted Assistance School (TAS) to a Schoolwide Program (SWP)

After careful review of the Community School program, the decision was made to transition from a Title I Targeted Assistance School (TAS) to a Schoolwide Program (SWP). Most of the students who enroll in the Alternative Education program perform well below grade level and struggle to meet the State’s academic standards. Operating as a SWP will increase the opportunity to provide more direct services to students due to the reduction in the documentation and paperwork required. In making the transition, the program has conducted a comprehensive needs assessment and developed a plan, which is included in the current Community School SPSA. The needs assessment helped to identify Critical Learner Needs and informed the development of the Schoolwide Learner Outcomes. As a result of this process, goals and objectives have been identified as well as a system for monitoring and evaluating the effectiveness of the program. The goal is for this change to take effect by July 1, 2014.

8. Restructuring of Special Education Services

The Kern County Office of Education operates the Special Education Program through the Division of Student Services, Alternative Education. The Directors and Special Education Principal direct the activities and services of the Special Education teachers, resource specialists, program specialist, instructional assistants, psychologist, nurse and various service providers in providing services to students with special needs in the alternative education programs. Together they serve as a link between the Alternative Education program, school districts and agencies regarding the transition and progress of special education students.

In recent years, delivery of Special Education services was through a consultative resource services model, but it was determined that this strategy was not ideal for the student population served in Court and Community Schools. Consequently, the Special Education program was redesigned to provide more comprehensive support for students. Alternative Education provides specialized academic instruction for 1% to 100% of the school day within a Learning Center as specified in the students’ IEP. Special Education staff provides direct services to students, supervises and monitors their instructional aides, provides consultation services to general education staff, monitors student progress, provides special materials, and recommends strategies and methods for the successful completion of a student’s goals and objectives, as specified in the IEP.
B. Progress on Critical Areas

Alternative Education has implemented an action plan which is outlined in each school’s Single Plan for Student Achievement. The execution and monitoring of this plan has evolved over time with the goal of remaining responsive to overall programmatic needs and initiatives. Each year, needs assessments are conducted to determine staff and student needs. The action plans are then adjusted based upon these findings. All stakeholders are involved in the process.

Court and Community School completed its last full, WASC Self-Study in the spring of 2008. At the time the report was written, the school’s action plan included five goals:

1) Develop and implement a comprehensive ELA/Math program with components to help all students improve reading skills, achieve grade-level proficiency in ELA/Math standards, and pass the CAHSEE.

2) Implement a district-wide ELD program that leads to increasing proficiency levels and achievement of ELs.

3) Increase by 20% the number of classes taught by Highly Qualified teachers each year.

4) Provide learning environments that are safe, drug-free, and conducive to learning.

5) Enable all students in Alternative Education to graduate from high school and have expanded opportunities to participate in school-to-work programs.

At the conclusion of the 2008 WASC visit, Alternative Education received a 6-year term of accreditation with a mid-term review, which required a progress report on the full Self-Study recommendations. The visiting committee made eight recommendations for critical areas of follow-up which the program incorporated into its revised Action Plan. Critical areas for follow-up and the progress made on each are as follows:

**Critical Area #1: Examine alternative qualitative and quantitative assessments that may better suit the needs of staff in acquiring accurate and timely information about the at-risk and transient student population.**

In 2007, a program coordinator position was created. One of the responsibilities of this position was to research pre/post assessment instruments and to work on a benchmark program. Progress was made in these areas, but the position was eliminated due to budget.

An updated version of the STAR Renaissance program was implemented program-wide in the fall of 2011 and is capable of interfacing with the Alternative Education student data management system, Aeries. STAR Renaissance is used to help place students in the appropriate classes and curriculum based upon their reading and math scores. The updated version is Internet-based and computer adaptive which provides an opportunity for students to be assessed more frequently and with better accuracy. The Court School program has set up a pre/post testing schedule for long-term students and the scores are used to evaluate the
effectiveness of the curriculum and instruction. The Community School program is in the
process of developing a similar schedule.

With the adoption of the Inside and Edge reading intervention programs, curriculum-embedded
assessments were given significant attention beginning in 2011-12. The pacing calendars
include dates for administering the Inside and Edge benchmark assessments throughout the
year. Over the summer of 2012, the Curriculum and Instruction Leadership Team worked to
address the challenges that surfaced during the prior school year, some of which were related
to the assessments. Subsequently, the team developed a revised reading intervention
assessment schedule which was then implemented in 2012-13. A decision was made to focus
on gathering and analyzing assessment data for students in grades 9-12 since a majority of the
Court and Community School students served are high school-aged. K-8 assessment data will
be included beginning in 2014-15. Given the transient nature of Alternative Education students,
collecting this type of data program-wide remains challenging, but the program continues to
strive to make the process more manageable, consistent, and effective.

The following quantitative and qualitative assessments are currently used program-wide:

<table>
<thead>
<tr>
<th>Quantitative Assessments</th>
<th>Qualitative Assessments</th>
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<tbody>
<tr>
<td>• San Diego Quick Assessment</td>
<td>• Thinking Maps</td>
</tr>
<tr>
<td>• STAR Renaissance for ELA and math</td>
<td>• Fab Vocab!</td>
</tr>
<tr>
<td>• AGS Algebra diagnostic test</td>
<td>• Classroom projects/research</td>
</tr>
<tr>
<td>• California English Language Development Test (CELT)</td>
<td>• Teacher-generated tests</td>
</tr>
<tr>
<td>• Teacher observations</td>
<td>• Educational games</td>
</tr>
<tr>
<td>• Edge/Inside Diagnostic Placement Test</td>
<td>• Daily class work</td>
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<tr>
<td>• Thinking Maps</td>
<td>• Enrichment activities</td>
</tr>
<tr>
<td>• California Standards Tests</td>
<td>• Career portfolios and interest inventories</td>
</tr>
<tr>
<td>• Informal Reading Inventory</td>
<td>• CELDT scores</td>
</tr>
<tr>
<td>• Prentice-Hall Algebra Readiness diagnostic test</td>
<td>• Writing assignments/projects</td>
</tr>
<tr>
<td>• California High School Exit Exam (CAHSEE)</td>
<td>• Curriculum assessments</td>
</tr>
<tr>
<td>• Student projects</td>
<td>• Research projects</td>
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<tr>
<td>• Teacher-generated quizzes/test/ midterms finals</td>
<td>• Curriculum assessments</td>
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Critical Area #2: Standardize EL instructional services and materials across the Alternative Education program.

There has been significant effort to standardize EL instructional services and materials across the Alternative Education program. The Aeries student management system allows easy access to information such as CELDT scores and Home Language Survey results. The EL Resource Teacher communicates regularly with staff regarding changes in program protocol and/or policy and to provide guidance on EL procedures. Coordination exists between the EL Resource Teacher, regular education teachers, and special education staff to ensure the consistent and appropriate delivery of EL services. *Edge* and *Inside* were adopted to replace *High Point* as the English language development curriculum and for reading intervention, and training for these curricula took place in the fall of 2011. Additional workshops are scheduled as needed/requested.

Below are some significant additions to the EL instructional services provided for Court and Community School students.

**Implementation of California Common Core State Standards/California ELD Standards**

Initial trainings in Common Core State Standards were conducted in 2012-13 and a series of additional trainings for CCSS are occurring throughout the 2013-14 school year. Initial “training of trainers” for the California ELD Standards are scheduled for the spring of 2014 and program-wide training will be conducted in the fall of 2014. An implementation plan for both the CCSS and new ELD Standards was drafted in 2012-13 and continues to be revised and updated as necessary.

**Development of English Learner Student Information System (EL Share)**

A new data system for all English learner student data was implemented in 2011-12. The EL Resource Teacher and designated EL support staff at the school sites are able to access EL information on the database in real time which avoids delays in service due to hardcopy data not arriving in a timely manner.

**Formation of English Learner Advisory Committees (ELACs)/District English Learner Advisory Committee (DELAC)**

English Learner Advisory Committees (ELACs) for Court School and Community School and a District English Learner Advisory Committee (DELAC) were formed and have been meeting consistently since 2008.

**Updated Redesignated Fluent English Proficient (RFEP) Procedures**

The EL program revised its procedures to ensure timely notification of students and parents about student eligibility to be considered for reclassification and to align its criteria with the guidelines set forth by the CDE. In addition to the State criteria, ELA CAHSEE passage (for Grade 10-12 students), reading level, and credit status are also considered when determining redesignation eligibility. With the discontinuation of the
CSTs, the Court and Community School ELACs will be reconsidering the criteria used to make redesignation decisions. This new policy is expected to be in place by February 2014.

**RFEP Monitoring**

Twice a year, in October and February, the EL Resource Teacher follows up on all students who have been redesignated as fluent English proficient within the previous two years. Teachers complete a progress report, and this data along with various assessments, attendance, behavior, etc. are evaluated to determine if the student is making satisfactory academic progress. If the student is not making satisfactory progress and the teacher believes that the lack of progress is due to language factors, the EL Resource Teacher works with the student’s teacher/s to determine which intervention/s will occur to attempt to remediate the concerns.

**Critical Area #3: Increase staff development/increase training opportunities regarding behavior modification strategies.**

A broad array of staff development opportunities have been made available to Court and Community School staff to address the continuously changing needs of the Alternative Education student population.

**Professional development opportunities offered:**

- **Discipline without Stress** – This workshop discussed strategies such as positivity, choice, and reflection for classroom management and discipline.

- **Girls, Risk Factors, Trends, and Strategies** – Identified risks associated with teenage girls, and how to effectively address those issues.

- **Parent Project** – A 10- to 16-week parent training program designed specifically for parents of strong-willed or out-of-control adolescent children.

- **Project Success Training** – Project SUCCESS is a comprehensive approach that considers the following classroom entry points for prevention:
  - Cross-age peer tutoring for improving reading skills
  - Direct assistance to classroom teachers on behavioral management techniques
  - Training on teaching social skills

- **Reactive Attachment Disorder** – How to facilitate healing for the attachment-challenged child.

- **First Response “Dealing with Students in Crisis”** – How to deal with an aggravated student, and identification of peer, school, and family risk factors.
• **Understanding Poverty** – Based on her book, *Understanding Poverty*, Dr. Ruby Payne facilitated this workshop and explored how poverty affects students and impacts their education. Follow-up trainings have also been conducted.

• **Conflict Mediation Training** – Teachers and counselors trained students to facilitate conflict mediation among peers.

• **Gang Prevention Intervention** – One-day training by Wayne Sakamoto paired with School Law Enforcement Partnership, Kern County Sheriff’s Department, Bakersfield Police Department, Kern High School District Police, and Project 180. Topics covered included the latest gang and hate group trends, early warning signs of gang involvement, clear strategies to use in the classroom, and Project 180 program components.

• **Cyber Bullying** – A half-day workshop for educators to help students understand cyber bullying, online predators, piracy, plagiarism, and inappropriate internet content.

• **Identifying Student Triggers and De-Escalation Strategies** – Strategies for dealing with troublesome behaviors in the classroom.

• **Positive Behavior Supports in the Classroom** – This workshop focused on strategies designed to promote rule following and compliance in the classroom.

• **Building Developmental Assets in School Communities** – Teachers attended this training of trainer’s workshop to learn how to successfully focus students on asset development related to positive attitudes and behavior.

• **Supporting Youth At-Risk to Make Positive Behavioral Changes: Forward Thinking Interactive Journaling© Curriculum Implementation Training** – A two-day training by Kern County Mental Health focused on the Forward Thinking cognitive behavioral series that assists youth in making positive changes to their thoughts, feelings, and behaviors.

• **Blanton Center and Community School Partnership Mixer** – In collaboration with the Director of School-Community Partnerships, a staff meeting/mixer was held for Blanton staff to familiarize them with the many programs available and the services they offer for students.

• **Positive Behavioral Interventions & Supports (PBIS)** – An approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions that enhance academic and social behavior outcomes for all students.

**Critical Area #4: Continue to create and expand vocational training opportunities.**

One of the Schoolwide Learner Outcomes for students in Alternative Education is to become responsible citizens who make positive contributions to their families, the community, and society. Pursuing career development opportunities are a major component necessary for
students to achieve lives of self-sufficiency and self-esteem. The JobsPlus! and Kern YouthBuild programs meet these needs.

During the summer of 2009, ARRA funding provided Court and Community School students with many vocational training opportunities. Students participated in drama and theater, construction technology, medical assisting and basic phlebotomy, resume writing and basic office skills, digital photography and videography, and stop motion animation production.

In January 2010, a Job Developer was hired to work closely with the established JobsPlus! program. This position was created to facilitate a variety of programs and services related to job training and placement for students at select Court Schools. Students were also offered work-based curriculum which allowed them to earn elective credits while gaining valuable job skills. Eventually, the Job Developer was hired to fill the vacancy when the Career Development Specialist for JobsPlus! retired. To date, JobsPlus! has developed partnerships with more than 30 local business that employ students.

The JobsPlus! program provides many resources for students in the Alternative Education program such as a library with career information and videos, Job Fair/Hiring Day postings, and monthly job and temp agency listings. The JobsPlus! website also has many resources including job listings and sample resumes and contains links to local colleges/universities and to the California Career Zone and U-Planit websites.

Through the Kern YouthBuild program, a grant from the Department of Labor provides out-of-school, at-risk youth the opportunity to complete the requirements for a high school diploma while acquiring job skills. Participants in the YouthBuild program acquire first-hand knowledge of the construction trade that provides students with valuable skills they can apply towards a number of post-secondary options. Students receive a monthly stipend and wages, tours of job sites, job shadowing, and tutoring. While in the program, students also develop a professional portfolio and receive follow up and support from the program manager.

A new project expected to launch in the spring of 2014 will partner JobsPlus!, Kern YouthBuild, and the Kern County Probation Department. Together these three programs will comprise Kern Youth @ Work, a collaborative that will leverage resources to provide more expansive and comprehensive services to in-school, out-of-school, and residential youth. Kern Youth @ Work’s intention is to offer these youth hands-on experiences, character building, and the important understanding that connects their educational goals and employment needs and preferences.

Students also have access to numerous resources and networking opportunities throughout the county including field trips to local colleges and universities: California State University Bakersfield (CSUB), Bakersfield College (BC), Taft College, DeVry University, and Santa Barbara Business College. In addition, students attend presentations from military personnel, have the opportunity to volunteer throughout the community, and participate in events such as the Leaders in Life Youth Conference, the Wendale Davis Leadership Program, Kern County College Night, Engineering Day at CSUB, and job fairs and open houses.
A Senior Seminar course was developed and requires students to create job portfolios to use as a resource in their career and educational pursuits. The portfolio includes a professional resume, a cover letter, letters of recommendation, college registration information, and other valuable verification documents.

**Critical Area #5: Improve two-way communication between home, other school programs, and outside agencies using technology, home language communication, and other formalized methods of communication.**

The Alternative Education program communicates on a daily basis with a number of stakeholders on behalf of its students. After the 2008 WASC visit, it became apparent that there were areas of two-way communication in place that were sufficient; however, there were some areas that needed to be improved upon in order to be more effective.

Activities that have occurred to improve communication:

- Improvements to the Alternative Education website (www.kern.org/kcolc/) with current and updated information about the program for parents/guardians, referring districts, outside agencies, and the community. For students, there are links to popular sites such as the Khan Academy, Smarter Balanced, and CAHSEE. Staff resources include the Course of Study, curriculum design sequence documents, instructional strategies, and links to the California CCSS and ELD Standards, etc.

- Uniform correspondence regarding testing information and results in English and Spanish and other languages as available

- McKinney Vento letters are mailed to parents and district liaisons regarding the rights of homeless students who are placed at the Jamison Center.

- Annual Open House events welcoming parents, students, and community members.

- Greater participation by referring districts in IEP meetings held for students attending Court and Community School programs.

- Transition counselors work more closely with students returning to their districts of residence or students being transferred to other school sites within Alternative Education. In the Court School program, a second transition counselor was hired to work in conjunction with an assigned probation officer to assist in the transition process prior to release from custody.

- Transition counselors now track students who returned to their districts of residence. This includes follow-up phone calls to parents/guardians, students, and/or the home schools. It may also include sending any pertinent information to the school in order for the student to successfully re-enroll upon leaving Alternative Education.

- Each semester referring districts send a list of students expected to return back to the district. Based on several factors including academic standing, behavior and
performance standards, a Stay/Return list is generated that identifies which students must return to their home schools and which students have permission to remain at Community School for the following semester.

- Probation officers transport student files to outlying Court School sites using the probation interoffice mail system.
- Increased contact via email with probation and mental health regarding student concerns.
- Skype videoconferencing to assist with district IEP meetings for special education students.
- Court School prerelease meetings at Camp Owen and Crossroads are attended by the student, Probation and mental health staff, the school transition counselor, and a parent/guardian. Attendees review the academic standing of the student, including credits earned, CAHSEE passage, reading and math levels, and behavior. The team also discusses where the student will enroll upon release and what courses the student still needs to take.
- Program Improvement (PI) letters, including Supplementary Education Services (SES) information, are mailed home at the beginning of the school year. SES information is also on the Alternative Education website.
- Parent involvement in School Site Councils, ELACs, and DELAC
- Parent participation in Language Assessment Review Team meetings to discuss redesignating a student from EL to RFEP
- EL Share developed to share electronic files with all sites.
- Special Education server developed to share electronic files with all sites.
- Information extracted from Aeries is shared with other school programs and outside agencies.
- Community School principals participate in reinstatement hearings with referring districts.
- Use of spreadsheet at each school site that gives an overview of student information that is sent to probation and/or mental health for their Residential Positive Achievement Change Tool (RPACT)/Community Positive Achievement Change Tool (CPACT) screening.
- Safe Schools/Healthy Students Grant – A multi-agency collaborative grant providing mental health therapists and a family advocate targeting services for students. Students participate in individual and group sessions focused on anger management and
substance abuse counseling. The family advocate connects students with services and resources such as transportation, clothing, food, etc.

- Mental health counseling is available to Court and Community School students.
- Interoffice mail to the Court School sites is delivered less frequently than in Community School. Locking bank bags are used to expedite the transfer of Special Education files by Probation and school staff.
- File scanning and the electronic file sharing for Special Education and/or EL students provides more timely information to staff.

**Critical Area #6: Develop a process for blending the goals and objectives relative to the County Strategic Plan, the Single Plans for Student Achievement, and the WASC Action Plan to ensure a common vision for the future and a channeling of resources.**

The first step in this process began with an analysis of all three plans. After careful review, the plans’ commonalities were identified and shared with a representative sample of staff members, administrative team members, and focus groups. A document was created demonstrating the alignment of the Strategic Plan, SPSAs, the WASC Action Plan, and the LEA Plan. Now all goals in each of the documents are focused on a common vision for the program which includes improving student achievement. The recently revised mission, vision, and Schoolwide Learner Outcomes also help provide direction and focus for the allocation of resources and decision-making process for the program.

**Critical Area #7: Increase student participation in school programs, further support of enrichment activities for students, and create more extended-learning opportunities.**

Increasing student participation in school programs, enrichment activities, and extended learning activities has been a major focus for the Alternative Education program since the last WASC visit in 2008. Over the last few years, students in the Court and Community Schools have participated in activities geared toward drug and alcohol prevention, gang awareness, behavior modification, mental health, job skills training, and increasing their language arts and math skills.

Some specific improvements that have been made to increase student participation in school programs are:

- Project HYPE (Helping Youth through Prevention Education) – This is a 5-year grant implemented for 7th and 8th grade classroom students. The goal is to prevent or eliminate the illegal use of alcohol, tobacco, and other drugs.
  - Project SUCCESS (Schools Using Coordinated Community Efforts to Strengthen Students) – As part of Project HYPE, mental health therapists meet with various small groups of students. Curriculum includes Voices (gender specific for girls),
Men’s Work (gender specific for boys), and ART/TPS (Aggression Replacement Training/Teaching Pro-Social Skills).

- Project ALERT – addresses the pro-drug mindset of today’s teens and effectively increases their likelihood to remain drug-free
- Service Learning – Select students volunteer at various places in the community including the California Living Museum (CALM), Bike Bakersfield, the Center for the Blind and Visually Impaired, and the Bakersfield Association of Retarded Citizens (BARC).

- Student representation on the School Site Council (SSC)
- Matrix Model for Teens – Therapeutic interventions designed to give adolescents the knowledge, structure and support to evaluate the significance of alcohol and drug use in their lives, move them to a place of abstinence, and provide a supportive model for living an alcohol and drug-free life.
- Girls Group – The school nurse teaches a 6-week course to a targeted population of 11th and 12th grade girls at area Community School sites in Bakersfield. Topics include etiquette, hygiene, health and careers.
- Health and fitness after-school program and weight training
- Work Program at Camp Erwin Owen – Students participate in vocational and educational instruction including welding, forestry, farming, and working with livestock.
- Project 180 – This is a gang prevention group that works closely with the most at-risk students offering mentoring relationships, after-school programs, youth development, gang diversion programs and life skills training.
- BOOF – Betting on Our Future is a program that allows students to create public service announcements. Students write script and videotape PSAs with an anti-gambling message.
- Drug-free Youth Summit – Selected students attend short, informational workshops on prevention activities that they can implement at school.
- Reach 4 Greatness – This group provides support and mentors for at-risk and high-risk youth.
- TOAD – Those Outspoken Against Drugs – local prisoners come and speak with students.
- Therapy Dog International – A dog visits the school site to provide therapy to anxious or angry students. Students spend time with the dog to help relieve their anxiety or anger.
- Tail Wagging Tutors- Designed to help students who struggle with reading in a therapeutic way. Students meet with a therapy dog one day a week.
- Field trips to various places such as the Museum of Tolerance, the Santa Barbara Botanic Garden, and Via Arte.
• Students receive comprehensive HIV/AIDS awareness education through their health classes.

The following activities were in place, but no longer are:

• Bridges Service Learning – Consisted of volunteer work such as assisting senior citizens at the Kern County Fair, assembling food baskets for the needy, and helping with Habitat for Humanity. This program existed in 2010-11 and was discontinued when the funding ended.

• Kern Serve Service Learning Initiative – In 2010-11, a $500 mini-grant was awarded to four elementary teachers. Three of the teachers used the funds to build a garden to grow vegetables which were taken to the Bakersfield Homeless Shelter. The fourth teacher started a peer reading and taping project to help struggling readers.

• Wild Stringdom, a guitar elective course that was taught at one Community School site in 2009-10.

• In the summer of 2009, several programs were funded for students including a drama program, animation, basic construction technology, office skills, digital photography and videography, and oilfield safety.

• Shop classes and trade courses (electrical, plumbing, framing, workplace safety) were available at select Court Schools until funding was discontinued in the spring of 2013.

• Cal Grip – As part of the KCSOS Safe Streets Partnership, this 2-year grant provided services to students who displayed anti-social behaviors.

• Blanton Academy Enrichment Program – Students participated in activities such as cooking, theater, photography, bicycle repair, yoga, scrapbooking, and quilting. Due to budget cuts, these programs have been discontinued.

Critical Area #8: Continue to increase formative and summative assessments that more accurately measure student understanding of content standards and student academic achievement in order to modify classroom instructional priorities and activities.

Effective formative and summative assessments are an important component of Alternative Education and continue to be an area in need of improvement. As mentioned in Critical Area #1, finding valid and effective assessments has been a challenge for the program, considering the transient nature of the student population, and the challenges of reluctant learners performing well on tests. The staff has used and continues to use multiple assessment strategies to measure student understanding of content standards.

A survey of Alternative Education staff and administration noted formative and summative assessments currently in place, as well as some updates since the last WASC visit:
• In-service trainings and mini workshops for SDAIE strategies, differentiated instruction, EDI, Fab Vocab!, Write to Learn, and Thinking Maps provide teachers with additional assessment tools and strategies that allow them to better assess student learning.

• Curriculum-embedded assessments

• Smart technology (e.g., interactive whiteboards, Senteos, and AirLiners) allow teachers to assess students in real time and have meaningful data to guide instruction.

Each of these additions has provided teachers with the necessary feedback to modify their activities and instructional planning. Furthermore, they have created the opportunity for more frequent assessments while increasing the students’ willingness to participate in class lessons and assessments.

Since the last WASC visit, the budget crisis has impacted the testing program. Due to budgetary constraints and a reduction in staff, there have been fewer resources for the development of benchmark assessments.

The following assessments are currently being used in Alternative Education:

<table>
<thead>
<tr>
<th>Formative Assessments</th>
<th>Summative Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Maps</td>
<td>California High School Exit Exam (CAHSEE)</td>
</tr>
<tr>
<td>Fab Vocab!</td>
<td>Teacher-generated quizzes/test/ midterms/finals</td>
</tr>
<tr>
<td>Educational games</td>
<td>CST/CAPA/CMA</td>
</tr>
<tr>
<td>Daily class work</td>
<td>Curriculum assessments</td>
</tr>
<tr>
<td>Teacher observations</td>
<td>Essential standards tracking</td>
</tr>
<tr>
<td>Oral and written assessments</td>
<td></td>
</tr>
<tr>
<td>Group, self, and peer assessments</td>
<td></td>
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<tr>
<td>Student portfolio/work samples</td>
<td></td>
</tr>
<tr>
<td>Think-Pair-Share</td>
<td></td>
</tr>
<tr>
<td>Thumbs Up, Thumbs Down</td>
<td></td>
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<tr>
<td>Reflection Logs</td>
<td></td>
</tr>
<tr>
<td>Reciprocal Teaching</td>
<td></td>
</tr>
<tr>
<td>Goal setting</td>
<td></td>
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<tr>
<td>CELDT and ELD goals</td>
<td></td>
</tr>
<tr>
<td>Student projects</td>
<td></td>
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<tr>
<td>IEP goals</td>
<td></td>
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<tr>
<td>STAR Renaissance</td>
<td></td>
</tr>
<tr>
<td>CAHSEE/Measuring Up</td>
<td></td>
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<tr>
<td>San Diego Quick Assessment</td>
<td></td>
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<tr>
<td>Inside/Edge Diagnostic Placement Test</td>
<td></td>
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<tr>
<td>Individual white boards</td>
<td></td>
</tr>
<tr>
<td>Senteos</td>
<td></td>
</tr>
<tr>
<td>Exit Slips</td>
<td></td>
</tr>
<tr>
<td>Cloze activities</td>
<td></td>
</tr>
<tr>
<td>SDAIE Strategies</td>
<td></td>
</tr>
</tbody>
</table>
C. Ongoing Follow-Up Process

All KCSOS action plan goals and objectives are aligned and focus on improving the Alternative Education program, resulting in higher rates of student success. Those plans are: KCSOS Strategic Plan, Local Educational Agency Plan (LEA Plan), WASC Action Plan, and Single Plans for Student Achievement (SPSAs). Ongoing monitoring of these action plans is conducted via Federal Program Monitoring (FPM), the LEA Plan End of the Year Report (Program Improvement), and the annual Consolidated Application Reporting System (CARS). Additional internal measures are conducted within the Alternative Education program to ensure progress on program goals.

The Vice Principal of Curriculum, Instruction, and Accountability facilitates the monitoring of the action plans by several advisory committees and other groups. The following groups regularly monitor and evaluate the progress made on all program plans: WASC Leadership Team, the Curriculum and Instruction Leadership Team, School Site Councils, English Learner Advisory Committees (ELACs), and Lead Teacher Committee. An additional level of monitoring is in place in the form of the PLC, which meets monthly to analyze current instructional practices to bolster student achievement. These groups are called upon throughout the year to provide input on the SPSAs, the WASC Action Plan, and other program plans. Alternative Education involves all stakeholders when making decisions about program priorities and school improvements.
D. Progress on the 2008 WASC Action Plan Goals

**Goal 1:** Develop and implement a comprehensive ELA/math program with components to help all students improve reading skills, achieve grade-level proficiency in ELA/math standards, and pass the CAHSEE.

*(Critical Areas Addressed: #1, #6, #7, and #8)*

<table>
<thead>
<tr>
<th>Progress</th>
<th>Evidence</th>
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</thead>
</table>
| Leadership teams were created for the most recent ELA and math textbook adoptions. After careful review and evaluation, the following core and intervention materials were adopted: *Math Triumphs, Algebra Readiness, Algebra I, Edge, Inside, Reading Street, Literature and Language Arts.* The program has worked to ensure consistent usage and fidelity to the adopted materials in all Court and Community Schools. The *Course of Study* has been revised to include the most recent textbook adoptions and the curriculum design sequence documents that have been developed for *Edge.* When complete for the other curricula, they will also be added to the *Course of Study* and Alternative Education website. | Sign-in sheets and Agendas  
Textbook Matrix  
Course syllabi  
Course outlines, descriptions, and curriculum design sequence documents  
Classroom observations  
www.kern.org/kcclc/ |
| Since August of 2012, teachers have been attending a series of CCSS trainings. The *Course of Study* is being aligned to the new standards and teachers are working to implement them. A plan is in place to guide implementation of Common Core throughout Alternative Education. | CCSS schedule  
Agendas and Sign-in sheets  
Training materials  
*Course of Study*  
Classroom observations  
Student work samples |
| The modified independent study model provides more time for targeted intervention instruction. | Independent study site schedules |
| A CAHSEE Leadership Team was established in 2008-09 to select CAHSEE preparation materials (*Measuring Up, Exit Level*) and to develop a system for providing CAHSEE preparation program-wide. | CAHSEE Leadership Team binder  
CAHSEE Procedures Memo |
Administration and the Curriculum and Instruction Leadership Team provide ongoing support provided for professional development. All staff has been trained in research-based instructional strategies, including Thinking Maps, Fab Vocab!, Write to Learn, EDI, SDAIE strategies, and differentiated instruction. The implementation of a Professional Learning Community has provided staff with much needed collaboration time and the ability to analyze performance data and discuss instructional strategies to further support students.

The hiring of a Reading Intervention Teacher in Court School has provided the most at-risk students (i.e., English learners and students needing intensive reading intervention).

The Reading Specialist and EL Resource Teacher support all components of the ELA program by providing leadership and professional development, working directly with students, modeling lessons, and writing curriculum.
Goal 2: Implement a district-wide ELD program that leads to increasing proficiency levels and achievement of ELs.

(Critical Area Addressed: #2)

<table>
<thead>
<tr>
<th>Progress</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The adopted <em>Edge</em> and <em>Inside</em> materials are used for ELD instruction.</td>
<td>Pacing calendars, curriculum maps, lesson plans, cluster/selection tests</td>
</tr>
<tr>
<td>In addition to the work being done for Common Core State Standards, a plan is in place for training all teachers on the California ELD Standards in the fall of 2014, following a training of trainers in the spring of 2014.</td>
<td>Next Generation ELD Standards training flyer</td>
</tr>
<tr>
<td>The modified independent study model provides more time for targeted intervention instruction.</td>
<td>Independent study site schedules</td>
</tr>
<tr>
<td>The EL Share allows for the more efficient sharing of EL paperwork with all sites.</td>
<td>EL Share</td>
</tr>
<tr>
<td>CELDT trainings are offered annually during the summer and early fall by the EL Resource Teacher to ensure that all testers are able to administer the test reliably and score the components at the required level of calibration.</td>
<td>Training materials, sign-in sheets, agendas</td>
</tr>
<tr>
<td>Moodle.celdt.org grades</td>
<td>Moodle.celdt.org grades</td>
</tr>
<tr>
<td>An EL Procedures Memo is updated as needed to outline the process for identifying a student as EO, EL, IFEP, or RFEP; CELDT administration; and completion of required paperwork.</td>
<td>EL Procedures Memo</td>
</tr>
<tr>
<td>All Court and Community School teachers have appropriate EL certification.</td>
<td>Highly Qualified Teacher spreadsheet</td>
</tr>
<tr>
<td>The Reading Specialist and EL Resource Teacher support all components of the ELA program by providing leadership and professional development, including ELD and SDAIE strategies. They also work directly with students, model lessons, and write curriculum.</td>
<td>Job descriptions</td>
</tr>
<tr>
<td>Training materials, agendas, sign-in sheets</td>
<td></td>
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</tbody>
</table>
Goal 3: Increase by 20% the number of classes taught by Highly Qualified teachers each year.

(Critical Area Addressed: #3)

<table>
<thead>
<tr>
<th>Progress</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Court and Community School teachers are Highly Qualified in their</td>
<td>High-quality Teacher</td>
</tr>
<tr>
<td>current teaching assignments. VPSS training has been conducted annually</td>
<td>spreadsheet</td>
</tr>
<tr>
<td>in all core content areas to assist permanent teachers in meeting the</td>
<td>VPSS training schedule, sign-in sheets, training binders</td>
</tr>
<tr>
<td>HQT requirements and a process is in place to monitor and ensure the</td>
<td></td>
</tr>
<tr>
<td>proper placement of teachers.</td>
<td></td>
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</tbody>
</table>

Goal 4: Provide learning environments that are safe, drug-free, and conducive to learning.

(Critical Areas Addressed: #3 and #7)

<table>
<thead>
<tr>
<th>Progress</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety is a top priority in Court and Community Schools. Since 2008,</td>
<td>Safety Plan</td>
</tr>
<tr>
<td>the following updates and activities have occurred to ensure the safety</td>
<td>Sign-in sheets</td>
</tr>
<tr>
<td>of students and staff:</td>
<td>Site walk-throughs</td>
</tr>
<tr>
<td>• The School Site Councils review the program’s Safety Plan annually</td>
<td>Revised Dress Code and Behavior Policies (Student-Parent Handbook)</td>
</tr>
<tr>
<td>• Radios and cameras have been installed at Central School and CLC 34th</td>
<td>Matrix Guideline for Discipline</td>
</tr>
<tr>
<td>• Wand-type and walk-through metal detectors are in use at all Bakersfield sites and North Kern</td>
<td></td>
</tr>
<tr>
<td>• All staff have been trained in Pro-ACT</td>
<td></td>
</tr>
<tr>
<td>• Safety procedures (training, drills, etc.) are reviewed and monitored</td>
<td></td>
</tr>
<tr>
<td>regularly</td>
<td></td>
</tr>
<tr>
<td>• Probation Officers are stationed at selected school sites</td>
<td></td>
</tr>
<tr>
<td>• Program-wide Revision of Dress Code and Behavior Policy</td>
<td></td>
</tr>
<tr>
<td>• The Matrix Guideline for Discipline was developed to provide</td>
<td></td>
</tr>
<tr>
<td>consistency in the response to student behavioral issues.</td>
<td></td>
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</tbody>
</table>

The Cal-SAFE program is a school-based program for expectant and parenting students and their children. The program provides academic and support services to help students to stay in school.

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cal-SAFE materials</td>
</tr>
</tbody>
</table>
Ongoing parent/community involvement opportunities include Open Houses, Kern County College Night, prerelease meetings, transition counselor meetings, etc. Kern County Mental Health substance abuse counselors also provide counseling services to students.

A variety of projects and enrichment opportunities are coordinated to encourage students to make positive behavioral and lifestyle choices (e.g., Project 180, Project SUCCESS, Aggression Replacement Therapy, etc.).

The Kern Kids Get Moving! Project is funded by the Carol M. White Houses, Kern County College Night, prerelease meetings, transition counselor contact logs. Kern County Mental Health substance abuse counselors also provide counseling services to students.

A variety of projects and enrichment opportunities are coordinated to encourage students to make positive behavioral and lifestyle choices (e.g., Project 180, Project SUCCESS, Aggression Replacement Therapy, etc.).

The Kern Kids Get Moving! Project is funded by the Carol M. White Physical Education Programs (PEP) Grant. In the Court and Community schools, grades 7 -12, PEP has implemented the use of TRX Suspension Training Systems as another tool to help students meet fitness goals. Professional development was offered to physical education staff, after school program leaders, resource teachers, administration and probation staff that were involved in the implementation of TRX.

*Positive Behavioral Interventions and Supports in the Classroom (PBIS)* focuses on strategies designed to promote rule-following and compliance in the classroom. The program will be piloted at Blanton Academy in the spring of 2014, with full implementation expected program-wide starting in the fall of 2014.
Goal 5: Enable all students in Alternative Education to graduate from high school and have expanded opportunities to participate in school-to-work programs. (Critical Areas Addressed: #4, #5, and #7)

<table>
<thead>
<tr>
<th>Progress</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Education offers the courses students need for high school graduation. Core and intervention curriculum has been adopted for all content areas, including CAHSEE preparation. The program is piloting Odysseyware at select sites.</td>
<td>Course of Study</td>
</tr>
<tr>
<td></td>
<td>Odysseyware course list</td>
</tr>
<tr>
<td>Court and Community Schools provide ample vocational training opportunities through the JobsPlus! and Kern YouthBuild programs. Erwin Owen High School also provides ROP auto shop training.</td>
<td>JobsPlus! materials,</td>
</tr>
<tr>
<td></td>
<td>YouthBuild flyer</td>
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<tr>
<td></td>
<td>EOHS class schedule and</td>
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<tr>
<td></td>
<td>observation</td>
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<td></td>
<td>Concurrent enrollment form</td>
</tr>
<tr>
<td>Concurrent enrollment at local junior colleges is available for students.</td>
<td></td>
</tr>
</tbody>
</table>
E. Additional Critical Areas

Curriculum Revisions

In 2011, with the addition of a Vice Principal to oversee curriculum and instruction improvements in Alternative Education, the program began the process of revising and updating the instructional pacing calendars and curriculum maps, formerly known as the *Sequenced Pattern of Instruction*. After the adoption of *Inside* and *Edge*, a curriculum committee was created and began the revision process with the reading intervention curricula. At this time, the curriculum design sequence documents are complete for *Edge*, and in progress for *Inside* and the core ELA curricula. This work will continue in stages and be expanded to all curricular areas. All curriculum maps will follow a standardized format and include the following components:

- Alignment to Common Core State Standards
- Common Concepts/Themes Across Disciplines
- Academic Vocabulary
- Summative and Formative Assessments
- Research-based Instructional Strategies
- Writing Components

Once all staff has completed CCSS trainings, PLC teams will be included in the process of updating the remaining curriculum design sequence documents and the development of common formative assessments in all content areas.

Technology and Online Learning

With the implementation of Common Core State Standards, much emphasis has been placed on technology as a support in teaching and learning. In the fall of 2012, Alternative Education began to explore online learning programs in order to provide an additional instructional option for students. A committee to explore online learning platforms was assembled at the LEA level and was comprised of administrators and technology personnel from KCSOS in order to ensure a systematic implementation process for the Division of Student Services. This committee met regularly throughout 2012-13 and selected Odysseyware as the new online learning provider. A pilot program has been implemented at selected campuses to determine the best plan for program-wide implementation by 2014-15. A plan to address the infrastructure and hardware needs at all school sites is being developed to prepare for both the new online learning program as well as the Smarter Balanced Assessments.
Chapter III:
STUDENT/COMMUNITY PROFILE –
OVERALL SUMMARY FROM ANALYSIS
OF PROFILE DATA AND PROGRESS
CHAPTER III: STUDENT/COMMUNITY PROFILE – OVERALL
SUMMARY FROM ANALYSIS OF PROFILE DATA AND PROGRESS

Alternative Education administration and staff have identified trends in student data that provide valuable information about future direction and areas of focus. In general, the data confirms what is already known about students in the program and where staff needs to continue to focus its attention; however, there are also newly-identified program priorities that resulted from disaggregating and analyzing the data in the PLC teams. This effort to identify current student needs is ongoing. The WASC Action Plan and the Single Plans for Student Achievement are fluid documents which are updated throughout the year. Court and Community Schools will continue to revise and improve these plans to accurately reflect and initiate growth in current areas of need.
A. Implications of Data with Respect to Student Performance

*Based on past progress and current data, explain the implications of the data with respect to student performance.*

Student enrollment in Court and Community Schools varies throughout the year due to the open entry and exit nature of the Alternative Education program, so it is difficult to make year-to-year comparisons on any standardized assessment. As such, Court and Community Schools focus on individual student growth, which is more meaningful for the program.

The first data to be analyzed in this matter was for students who had taken the CELDT in Alternative Education for two consecutive years. As shown in Chapter 1, this data has shown fluctuation in the percentage of students whose CELDT proficiency increased by at least one level from the previous year. Both Court and Community School experienced a higher percentage of students whose language proficiency level increased from 2010-11 to 2011-12 as compared to those testing in the two years prior or the two years after. The decline in percentage from 2011-12 and 2012-13, however, was not unexpected as 2011-12 was the year in which the reading intervention curricula were fully implemented and such occurrences are not uncommon. The program anticipates that the language-rich Common Core State Standards and the California ELD Standards will have a positive impact on the ability of students to obtain English fluency.

The program has recently begun to gather similar data for CAHSEE by analyzing the average scale scores for individual students who have tested multiple times within a school year. Initial results from 2012-13 indicate that in Court School, math scores increased by 7 points and ELA decreased by 10 points, and in Community School, math scores increased by 1 point and ELA decreased by 7 points. Increasing student achievement in ELA and math remain a focus for Alternative Education.

In addition to standardized state assessments, Alternative Education has also begun collecting data from *Edge* assessments. Due to high mobility rates of the student population, collecting this type of data remains challenging, but the program is committed to finding meaningful measures to monitor program effectiveness and student achievement. The *Edge* data collection is in its preliminary stages; therefore, no implications can yet be determined.

Another shift that has occurred is the increasing gang and criminal sophistication of many students, especially in Court School. Due to a statewide change in California Youth Authority services, more wards that may have been in custody with the Department of Juvenile Justice (DJJ) are now adjudicated to the County Probation departments. This has caused a significant difference in the type of student served in Court School, and has a ripple effect at the Community School as well in terms of increased attention to safety procedures, behavior interventions, etc.
In response to this, a Discipline Matrix was developed and implemented program-wide, beginning in 2013-14 school year.

The matrix serves as a guideline for site administrators in dealing with specific behavioral incidents. Thus far, it has been a helpful tool in providing consistency, for staff and students, as it relates to student behavior. Since the implementation of the Discipline Matrix is so recent, reliable data is not yet available, but the expectation is that the Discipline Matrix, coupled with the program-wide implementation of PBIS in 2014-15, will improve student engagement and performance.

To date, students receiving special education services account for approximately 15% of the Court and Community School population. Historically, this student subgroup does not perform well on the state summative assessments as the program’s CST and CAHSEE data demonstrates. Despite efforts to stress the value of the CSTs to both students and parents (e.g., letters mailed home, encouraging posters, etc.), poor performance on the CSTs is not uncommon as Alternative Education students in general often do not see the importance of these assessments. The program typically sees more motivation from students on the CAHSEE since passage is required for graduation, but this is not necessarily the case among students receiving special education services. One potential reason for this is the Special Education Waiver for CAHSEE and how it might affect student motivation on the test. Students who are in Special Education are often aware that they are not required to pass the CAHSEE in order to graduate, but must make “attempts.” Leadership continues to explore ways to motivate these students to do well on the CAHSEE rather than relying on the waiver to meet the requirement for graduation. The new Learning Center model, which provides greater support for students receiving special education services, is a tremendous improvement to the Alternative Education program and is expected to lead to greater success for this subgroup. Data will be collected on how these changes impact student learning and testing outcomes.

Since 2010-11, the Title I population of students has increased from 53% to 70% in 2012-13. In addition to the increase in Title I students, the Alternative Education program also continues to have a significant Socioeconomically Disadvantaged (SED) student population. Over the last three years, SED students have accounted for 92% of the student population. In direct response to these trends, the decision was made to operate as a Schoolwide program (SWP) beginning with the 2014-15 school year. Leadership continues to research and provide professional development opportunities for staff aimed at understanding the implications poverty has on student achievement (e.g., Ruby Payne, PBIS, etc.).

Input gathered from staff surveys and anecdotal evidence confirms that the use of technology in teaching and learning is an area of need as technology will play a major role in the implementation of the new CCSS and Smarter Balanced Assessments. Alternative Education is in the process of identifying the hardware and software that will be needed to effectively integrate technology into the curriculum and to make it readily available for student access to complete assignments, conduct research, and take various assessments in order to develop the skills
necessary to be successful in the 21st century. A plan has recently been approved and is being implemented to systematically and gradually update technology throughout the program.

B. Critical Learner Needs Based on Data

Select two to three critical learner needs based on the data, noting the correlated Schoolwide Learner Outcomes.

Again, upon analysis of profile data and the progress made since the last WASC visit in 2008, the Alternative Education program identified the following critical learner needs which apply to the entire student population:

1. Increase the program-wide focus on math instruction and student performance on all summative and formative assessments.
   (Schoolwide Learner Outcomes addressed: Effective Communicators, Invested Learners, Responsible Citizens)
   Court and Community Schools will improve student achievement in mathematics. An emphasis will be placed on increasing the number of students mastering grade level mathematics content standards. Progress will be measured by analyzing student performance on common local summative and formative assessments, pre and post testing (STAR Renaissance), the math CAHSEE, and Smarter Balanced Assessments.

2. Increase the program-wide focus on improved literacy and writing skills across the curriculum.
   (Schoolwide Learner Outcomes addressed: Effective Communicators, Invested Learners, Responsible Citizens)
   Court and Community Schools will improve student literacy. An emphasis will be placed on increasing the number of students reading at grade level, the ability of students to read expository texts, the development of writing skills, and the use of academic language in the classroom. Progress will be measured by analyzing student performance on common local summative and formative assessments, pre and post testing (STAR Renaissance), the ELA CAHSEE, the CELDT, and Smarter Balanced Assessments.

3. Increase the program-wide focus on the systematic application of technology in learning.
   (Schoolwide Learner Outcomes addressed: Effective Communicators, Invested Learners, Responsible Citizens)
Court and Community Schools will improve student achievement in the effective utilization of a variety of technology resources. An emphasis will be placed on increasing student access to curriculum-embedded technology to meet academic standards. Progress will be measured by analyzing student performance on common local formative and summative assessments, pre and post assessments (STAR Renaissance), individual and collaborative projects and presentations, and the Smarter Balanced Assessments.
C. Important Questions Raised by the Data

List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.

1. What additional programs, policies, practices, and procedures need to be implemented in order to increase standards-based academic achievement levels of all subgroups of students leading to proficiency?

2. What additional research-based instructional strategies need to be implemented throughout the core content areas in order to support academic achievement in all subgroups of students?

3. How can utilization of instructional materials be increased to provide more effective delivery by teachers and an increase in understanding of standards-based curriculum in all subgroups of students?

4. What additional bridging curriculum and technology resources need to be implemented in order to support achievement of all subgroups of students in the transition from California State Standards to Common Core State Standards?

5. What technology updates and purchases need to be made in order to increase availability of targeted technology that can be effectively integrated and utilized by all teachers and students, increase academic achievement of all subgroups of students, and is compatible with textbook publisher resources, online instruction, and the Smarter Balanced Assessments?

6. What curriculum and/or strategies can be used to address the unique needs of the high population of Long-Term English Learners in Court and Community Schools?

7. Are there any additional strategies or frameworks to address the needs of the socioeconomically disadvantaged students?
Chapter IV:
SELF-STUDY FINDINGS
CHAPTER IV: SELF-STUDY FINDINGS

Focus Groups

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Leader: Nicole Walker
Elaine Gregory
Cameron Guinn
Rick Gillenwater
Kimberly Herrera
Karen Loucks
Molly Mier
Carlos Rojas
Robert Sanchez
Christian Shannon

Standards-based Student Learning: Curriculum

Leaders: Kimberly Herrera and Molly Mier
Michelle Austin
Stacy Arambula
Patty Barton
Yolanda Baxter
Regina Bejarano
Gerald Boyd
Jerome Caneta
Wesleigh Chapman
Pamela Dobrenen
Katharine Edmonson
Cheryl Ellis
Bobbie French
William Gaeta
Steven Gomez
Estelle Jackson
Dennis Jimenez
Deborah Keeling
Ogden Kiesel
Suzanne Kishimoto
Michael Lewis
Leonor Lopez
Reagan Martin
Justin Neal
Matthew O’Reilly
Christine Peterson
Debra Plank
Nancy Rhodes
Thomas Rowe
Tammyra Rubino
Araceli Rivera
Peter Wonderly

Standards-based Student Learning: Instruction

Leaders: Deborah Keeling and Jill King
Greg Ardoin
Monique Banducci
Carissa Clough
Francisco Crisantos
Tania Gomez
Cameron Guinn
Araceli Hernandez
Chris Kornbau
Robert Kovach
Tara Krumm
Jacqueline Lilly
Daniel Means
Amy Ming
Nicole Ocampo
Michael Prows
Tammyra Rubino
Eric Rumbo
John Sandt
April Scopes
John Shearson
Teresa Smith
Michael Stone
Adam Sanchez
Julie Skau
Becky Williams
### Standards-based Student Learning: Assessment and Accountability

**Leaders: Sandra Elliott and Michelle Kammeraad**

- Yolanda Baxter
- Lisa Bell
- Darlene Boyce-Gonzalez
- LaFrieda Brown
- David Dayan
- Melissa Denney
- Pamela Dobrenen
- Cortnay DuBose
- Sandra Elliot
- Laurie Fedorsin
- Corinna Franshier-Juarez
- Angelica Genova
- Jane Haupt
- Kathleen Hicks
- Steve Hollick
- Andrew Holochwost
- Michelle Irvin
- Jill King
- Larry Leib
- Tracie McMahon
- Steven Ost
- Debra Plank
- John Sandt
- April Scoles
- Jennifer Webb
- Lido Wells
- Lyle Williams
- Lori Wright
- Jason Wuest

### School Culture and Support for Student Personal and Academic Growth

**Leader: Jill Jimenez**

- Nicole Alvarado
- Lisa Bell
- Jerome Caneta
- Kim Crabtree
- Ronna Davis
- Amanda Duke
- Mary Espitia
- Aaron Fuentes
- Elizabeth Gallego
- Amanda Garcia
- Dora Garza
- Steve Gomez
- Michelle Hall
- Jill Jimenez
- Earl Johnson
- Michelle Kammeraad
- Deborah Kasak
- Chris Lantay
- Sheryl McGill
- Brian McFarland
- Karen Milhon
- Robin Napier
- Amanda Robinson
- Matt Purdy
- Mary Richardson
- Margarita Salinas
- Aurora Serna
- Paul Stine
- Sixto Urzua
- Aimee Vargas
### Home Groups

#### English Language Arts and Art

**Leader: April Scoles**

- Yolanda Baxter
- Darlene Boyce-Gonzalez
- LaFrieda Brown
- David Dayan
- Melissa Denney
- Pamela Dobrenen
- Cortnay DuBose
- Sandra Elliot
- Laurie Fedorsin
- Corinna Franshier-Juarez
- Angelica Genova
- Jane Haupt
- Kathleen Hicks
- Steve Hollick
- Andrew Holochwost
- Michelle Irvin
- Jill King
- Larry Leib
- Tracie McMahon
- Steven Ost
- John Sandt
- April Scoles
- Jennifer Webb
- Lido Wells
- Lyle Williams
- Lori Wright
- Jason Wuest

#### Mathematics

**Leader: John Shearson**

- Greg Ardoin
- Francisco Crisantos
- Tania Gomez
- Araceli Hernandez
- Chris Kornbau
- Robert Kovach
- Tara Krumm
- Jacqueline Lilly
- Daniel Means
- John Shearson
- Teresa Smith
- Michael Stone
- Becky Williams

#### Science and Physical Education

**Leader: Ogden Kiesel**

- Gerald Boyd
- Katharine Edmonson
- John Geer
- Estelle Jackson
- Dennis Jimenez
- Suzanne Kishimoto
- Michael Lewis
- Justin Neal
- Matthew O'Reilly
- Christine Peterson
Social Science

Leader: Steve Gomez

Karen Arambula
Jerome Caneta
William Gaeta
Leonor Lopez
Araceli Rivera
Peter Wiechers
Peter Wonderly

Independent Study

Leader: Amanda Robinson

Michelle Austin
Patty Barton
Lisa Bell
Regina Bejarano
Wesleigh Chapman
Kim Crabtree
Ronna Davis
Amanda Duke
Cheryl Ellis
Mary Espitia
Bobbie French
Aaron Fuentes
Elizabeth Gallego
Amanda Garcia
Michaelle Hall
Earl Johnson
Michelle Kammeraad
Deborah Kasak
Deborah Keeling
Chris Lantay
Reagan Martin
Brian McFarland
Sheryl McGill
Karen Milhon
Robin Napier
Matt Purdy
Nancy Rhodes
Mary Richardson
Thomas Rowe
Tammya Rubino
Paul Stine
Aimee Vargas
<table>
<thead>
<tr>
<th>Special Education</th>
<th>Transition Counselors</th>
<th>Lead Teacher Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leader: Elaine Gregory</strong></td>
<td><strong>Leader: Jill Jimenez</strong></td>
<td><strong>Leader: Karen Loucks</strong></td>
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<tr>
<td>Michelle Austin</td>
<td>Nicole Alvarado</td>
<td>Yolanda Baxter</td>
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<tr>
<td>Rick Cicchillo</td>
<td>Dora Garza</td>
<td>Lisa Bell</td>
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<td>Jennifer Cothern</td>
<td>Jill Jimenez</td>
<td>Pamela Dobrenen</td>
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<td>Adrianne Davis</td>
<td>Margarita Salinas</td>
<td>Steve Gomez</td>
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<td>James Espitia</td>
<td>Aurora Serna</td>
<td>Michaelle Hall</td>
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<td>Laurie Fedorisin</td>
<td>Sixto Urzua</td>
<td>Andrew Holochwost</td>
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<td>Jane Haupt</td>
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<td>Deborah Kasak</td>
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<td>Araceli Hernandez</td>
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<td>Deborah Keeling</td>
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<td>Gregory Hicks</td>
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<td>Nancy Rhodes</td>
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<td>Dena Lomeli</td>
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<td>Amanda Robinson</td>
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<td>Brian McFarland</td>
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<td>Tamyra Rubino</td>
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<td>Amy Ming</td>
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<td>John Sandt</td>
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<td>Nancy Rhodes</td>
<td></td>
<td>April Scoles</td>
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<tr>
<td>Trenton Unruh</td>
<td></td>
<td>Lori Wright</td>
</tr>
</tbody>
</table>
Instructional Aides, Paraprofessionals, and Other Support Staff

Leader: Leticia Chavez

Karen Aaron
Romero Aguilar
Eric Alejo
Henrietta Aranda
Marsha Armstrong
Kyle Barton
Rita Benavidez
Carol Bennett
Joslyn Blan
Jose Cantu
Corina Delgado
Lisa Escobedo
Monica Espinoza
Barbara Featherston
Angelina Galindo
Elizabeth Garcia
Joe Gonzales
Lucy Graff
Claudia Huerta
Marlon January
April Karlberg
Gregg Kirkpatrick
Martha Lara

Jeff Hill
Helena Holmes
William Lester
Carol Lopez
Hermelinda Magaña
Sharon Mahinan
Rebecca Martinez
Margaret Mendez
Lenny Moore
Robert Murphy
Nellie Haynes
Mary Orito
Griselda Orellana
Pedro Ortiz
Blanca Parada
Diana Peña
DeNaye Reyña
Linda Rivera
MaryLou Rodriguez-Blevins
Patricia Roland
Margarita Sanchez
Angelica Torres
Christina Vega
Mimi Wollitz
### School Site Councils

**Leaders: Karen Loucks and Robert Sanchez**

- Corinna Franshier-Juarez
- Angelica Genova
- Darlene Gonzalez
- Ogden Kiesel
- Jill King
- Chris Kornbau
- Cynthia Ortiz
- Amanda Robinson
- Eric Rumbo
- April Scoles

### English Learner Advisory Committees

**Leader: Michelle Kammeraad**

- Cherie Anderson
- Greg Ardoin
- Yolanda Baxter
- Bobbie French
- Angelica Genova
- Estelle Jackson
- Jill Jimenez
- Jacqueline Lilly
- Reagan Martin
- Becky Williams
CHAPTER IV: SELF-STUDY FINDINGS

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Organization Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

Vision – Mission – Schoolwide Learner Outcomes – Profile

Prompt: Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, identified future global competencies, and current educational research.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Education’s vision and mission are clearly tailored to its student population. The original ESLR’s, vision, and mission have been revised throughout the years to address changing student needs. The most recent version was updated to reflect Schoolwide Learner Outcomes and was developed in collaboration with stakeholders. As such, these documents and the principles on which they were constructed are strongly supported by the governing board and central administration. Alternative Education revised the mission, vision, and Schoolwide Learner Outcomes during the 2012-13 school year. The process of collaborating to revise the mission, vision, and Schoolwide Learner Outcomes involved all stakeholders and has had positive outcomes for staff and students. These documents were developed with careful consideration of the demographics of the student population, California Common Core State Standards, the identified Critical Learner Needs, and the college and career-readiness skills and aptitudes that will allow students to be successful in a 21st century global economy. These critical skills will be an integral piece of the planned curriculum revisions.</td>
<td></td>
</tr>
</tbody>
</table>
| Revised mission, vision, and Schoolwide Learner Outcomes Proof of input from stakeholders:  
  • Agendas and sign-in sheets for PLC meetings  
  • Meeting minutes  
  • Email correspondence and online collaboration Alternative Education website:  
  • Staff Resources  
  • Parent/Student Resources  
  • Revisions to Course of Study for core subject areas Sign-in sheet from Town Hall, Student/Parent Survey results, agenda |

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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Prompt: Evaluate the effectiveness of the processes.

Regular Review and Revision

Prompt: Evaluate the effectiveness of the process for revising these statements with wide involvement.

| Findings |
|------------------|------------------|
| Alternative Education leadership set out to ensure that the process of developing and revising its guiding statements included all stakeholders. The process was extremely effective and resulted in newly revised mission, vision, and Schoolwide Learner Outcomes in which all stakeholders have ownership. The primary method of involvement of staff was via Professional Learning Community (PLC) meetings held monthly. Students, parents and community partners were involved in a variety of ways, including, but not limited to: |
| • A Town Hall meeting held in the spring of 2013 to solicit input on Alternative Education program improvements |
| • Mail and email correspondence |
| • Student/parent/partner agency surveys |
| • Communication and surveys with referring districts |

| Supporting Evidence |
|---------------------|------------------|
| Revised mission, vision, and Schoolwide Learner Outcomes |
| Proof of input from stakeholders: |
| • Agendas and sign-in sheets for PLC meetings |
| • Meeting minutes |
| • Email correspondence and online collaboration |
| Alternative Education website: |
| • Staff Resources |
| • Parent/Student Resources |
| • Revisions to Course of Study for core subject areas |
| Sign-in sheet from Town Hall, Student/Parent Survey results, agenda |

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Prompt: Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes

| Findings |
|------------------|------------------|
| Alternative Education works to ensure that students, parents, and other members of the school’s community understand and are committed to its vision, mission, and Schoolwide Learner Outcomes. This information is communicated regularly to stakeholders in a variety of ways. Court and Community Schools provide many opportunities for students and parents to offer input regarding the direction of the program. Examples of opportunities include, but are not limited to, the following: |

| Supporting Evidence |
|---------------------|------------------|
| SSC and ELAC agendas, minutes, and sign-in sheets |
| Open House correspondence and sign-in sheets |
| Town Hall agenda and sign-in sheet |
| Student orientation PowerPoint |
• School Site Council (SSC) meetings
• English Learner Advisory Committee (ELAC) meetings
• Open Houses
• Town Hall meeting
• Student orientations
• Regular school-to-home communication

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Alternative Education serves a unique population of students and families. The recent revision of the vision and mission statements and Schoolwide Learner Outcomes provide a foundation for the program and are reflected in the program’s plans. These statements were developed based on student needs, current educational research, and the belief that all students can achieve at high academic levels, and are strongly supported by the governing board and the administration.

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Identified Critical Learner Needs:

To increase the program-wide focus on:

1. math instruction and student performance on all summative and formative assessments
2. improved literacy and writing skills across the curriculum
3. the systematic application of technology in learning

The program’s vision and mission statements were developed with an emphasis on the needs of the students. The Schoolwide Learner Outcomes explicitly outline what students should be able to do upon leaving the program. These guiding statements provide direction for the staff to prepare students for college or the workforce.
A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic standards-based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

**Governance Board**

**Prompt:** Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| County boards, in general, are significantly different in their primary function as compared to school district boards. Kern County has an elected superintendent, and as such, many responsibilities that might lie with the board at the district level are handled by the county superintendent and his/her designee. With this in mind, this question will be answered using the Superintendent as the lead for policies and bylaws. All the divisions within KCSOS must follow the five goals of the Strategic Plan:  
1. Improve student growth and achievement.  
2. Maximize services to clients and improve access to resources.  
3. Maintain a cohesive, productive, and stable workforce.  
5. Provide proactive leadership as a community partner.  
The board meets monthly and meetings are open to the public. Agendas are posted, minutes are kept, and speakers are always allowed to address the board. The board makes major policy decisions in the areas of budgeting, property acquisition, and development. Board members are elected to four-year terms by voters of the several geographical regions of the county. Staggered terms of office allow the board to work continuously with the superintendent. The governing board supports the Kern County Board of Education Policies - section related to the selection, composition, and duties of the governing board. | Kern County Board of Education Policies - section related to the selection, composition, and duties of the governing board |
school administration and staff in implementing the Schoolwide Learner Outcomes and a standards-based curriculum.

**Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes**

**Prompt:** Evaluate the adequacy of the policies to support the school’s vision, mission, and schoolwide learner outcomes through its programs and operations.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The policies of the governing board directly support the vision and mission, and Schoolwide Learner Outcomes of Alternative Education.</td>
<td>Alignment of plans document</td>
</tr>
<tr>
<td>The vision, mission, and Schoolwide Learner Outcomes are evidenced in the program’s plans and are reviewed by the board on an annual basis.</td>
<td>Strategic Plan 2012-2015</td>
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<tr>
<td></td>
<td>Governing Board Policies</td>
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<td></td>
<td>SSC agendas and minutes</td>
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</table>

**Understanding the Role of the Governing Board**

**Prompt:** Evaluate the ways the school community and parents are informed as to how they can participate in the school’s governance.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>Stakeholders are regularly informed of the opportunities available to participate in the planning of school improvements by way of mailings, phone calls, emails, advisory committee meetings, Alternative Education and KCSOS websites, Back to School Nights/Open Houses, Town Hall Meeting, and student orientations. In addition, parents are involved in the development of the LEA and school-level Parent Involvement Policy and School-Parent Compact. Administration shares the schools’ guidelines for success and school expectations in behavior and academics with members of the community and everyone is encouraged to help students achieve.</td>
<td>SSC/ELAC/DELAC agendas, minutes, and sign-in sheets</td>
</tr>
<tr>
<td></td>
<td>Parent Involvement Policy and School-Parent Compact</td>
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<td></td>
<td>Correspondence regarding upcoming events</td>
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<td></td>
<td><a href="http://www.kern.org">www.kern.org</a></td>
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<td></td>
<td><a href="http://www.kern.org/kcclc/">www.kern.org/kcclc/</a></td>
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<td></td>
<td>Open House and Town Hall correspondence and sign-in sheets</td>
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<td>Orientation PowerPoint</td>
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<td>Contact logs</td>
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## Governing Board’s Involvement in Review and Refinement

**Prompt:** Evaluate the processes for involving the governing board in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>The KCSOS Governing Board is involved in the regular review and refinement of the major guiding documents, including the school’s vision and mission statements and Schoolwide Learner Outcomes. The Directors ensure that all necessary program documents are reviewed by the Governing Board as appropriate.</td>
<td>Cover page of SPSAs</td>
</tr>
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<td></td>
<td>Board meeting agenda request and minutes</td>
</tr>
</tbody>
</table>

## Professional Staff and Governing Board

**Prompt:** Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>The County Superintendent provides oversight in the same way that a school district governing board would in a traditional setting. The Directors ensure that the Alternative Education practices and procedures are aligned with the policies established by the Governing Board and provide regular updates to the Superintendent. Each division within KSCOS is responsible for developing and monitoring components of the Strategic Plan and providing regular updates to the Superintendent’s cabinet. All administrators in Alternative Education are responsible for being knowledgeable of and carrying out the policies and procedures established by the Governing Board and Superintendent. The staff is regularly informed of changes in program structure, policy, and practice.</td>
<td>Governing Board Policies</td>
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<td>Strategic Plan</td>
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<td>SPSA’s</td>
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<td>WASC Action Plan</td>
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<td>LEA Plan</td>
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<td></td>
<td>Alignment of plans document</td>
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## Board’s Evaluation/Monitoring Procedures

**Prompt:** Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</thead>
<tbody>
<tr>
<td>KCSOS has a clearly defined organizational structure with clearly delegated administrative duties and responsibilities. All programs are evaluated and monitored as part of the Strategic Plan and fall under the supervision of both the County Superintendent and County Board of Education. The Strategic Plan is</td>
<td>KCSOS organizational chart</td>
</tr>
<tr>
<td></td>
<td>Strategic Plan</td>
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<tr>
<td></td>
<td>LEA Plan</td>
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<td>SPSAs</td>
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</table>
monitored on an ongoing basis and updates are provided regularly. The necessary revisions to the Alternative Education program are instituted at the administrative level and are carried out across all school sites to provide consistency throughout the program.

Each year the Single Plans for Student Achievement (SPSAs) are aligned to the LEA Plan and submitted to the board for approval.

The governing board approves all policies that are implemented in the day-to-day operation of school sites. Copies of the Uniform Complaint Procedures (UCP) are located on the County website in English and Spanish and the forms are located at each site and the County Office. All board policies are communicated and provided in writing to school sites and referenced regularly by site administration for clarification, decision making, and when developing the SPSAs. The board delegates the responsibility of implementing the policies to site administration.

**Complaint and Conflict Resolution Procedures**

Prompt: *Comment on the effectiveness of the established governing board/school’s complaint and conflict resolution procedures.*

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</thead>
<tbody>
<tr>
<td>Alternative Education follows the uniform complaint procedures (UCP) as established by the federal Williams Act. This process allows parents and students an avenue to file a complaint with the Superintendent and for their grievance to receive due process with conflict resolution. Uniform Complaint Procedures are included in the Annual Notice to parents and also posted in all classrooms in the Alternative Education program.</td>
<td>UCP postings&lt;br&gt;Annual Notice</td>
</tr>
</tbody>
</table>

**Conclusions**

Prompt: *Comment on the degree to which this criterion is being addressed.*

The Superintendent and County Governing Board have policies and procedures that are in alignment with the school’s vision, mission, and Schoolwide Learner Outcomes and academic standards based on the instructional needs of the at-risk students in Alternative Education. The Superintendent delegates implementation of these policies to the professional staff, monitors results regularly, and approves the SPSAs as they relate to the LEA Plan. Regular board meetings are held regarding all KCSOS programs, including Alternative Education.
**Prompt:** Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

Identified Critical Learner Needs:

To increase the program-wide focus on:

1. math instruction and student performance on all summative and formative assessments
2. improved literacy and writing skills across the curriculum
3. the systematic application of technology in learning

The governance of Alternative Education strongly supports the schools’ ability to address the identified critical learner needs. By providing guidance in all program documents as well as fiscal support and regular monitoring of the Alternative Education program, KCSOS demonstrates its commitment to the achievement of all students.
A3. Leadership and Staff Criterion

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

**Broad-Based and Collaborative**

**Prompt:** Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, and parents.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</thead>
</table>
| The school planning process is broad-based and supports learning for all students. Stakeholders are involved in all phases of program planning, from the PLC meetings which incorporate the entire staff, to the WASC Leadership Team. Parents are invited regularly to parent advisory meetings (i.e., SSCs, ELACs, DELAC) and the Open Houses that take place on every school campus each fall. The Town Hall meeting gave parents and students an additional opportunity to have input on school programs and to complete surveys related to school programs and improvement. Administrators and teachers have an “open door” policy for parents and students which is shared at the time of enrollment and reiterated regularly. Input from other stakeholders is welcomed and encouraged as well. Most parents agree that they are welcome at the school sites and know that they can speak to someone who will address their concerns. They feel that their input is valued. Students generally feel they receive a quality education and can go to school staff with any questions or concerns they may have regarding their schooling. | Parent Involvement Policy  
School-Parent Compact  
Parent survey results  
Student survey results  
Progress Reports  
Counselor Request forms  
Contact logs  
SSC, ELAC, and DELAC agendas and minutes  
PLC agendas and feedback sheets  
Lead Teacher Committee agendas  
WASC Leadership Team agendas  
Open House and Town Hall correspondence and sign-in sheets |
School Plan Correlated to Student Learning

Prompt: How do staff ensure that the analysis of student achievement of the critical learner needs, schoolwide learner outcomes, and academic standards are incorporated into the plan and impact the development, implementation, and monitoring of the plan?

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| The SPSAs guide all decisions for Court and Community Schools and is monitored through the SSCs. The plan is available to all staff through the Alternative Education website. Staff members, parents, and other stakeholders are encouraged to participate as members of the SSCs, which monitor and refine the plans based on data. SSC members review progress toward SPSA goals and tasks established in the plans which are correlated to the Schoolwide Learner Outcomes, critical learner needs, and academic standards. The administration makes recommendations to the council regarding changes for the following year. The SSC members discuss changes, provide input, and make recommendations for revisions. In the fall, the principal presents state and federal data (e.g., API and AYP data) to the SSC and the school plan is updated to reflect these changes. It is then presented to the board for approval. | SPSAs  
www.kern.org/kcclc/  
SSC agendas and minutes |

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

Prompt: Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Single Plan for Student Achievement.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| Funds are appropriately allocated according to program priorities centered on student achievement. The allocation of all resources is clearly identified in the action plan and supports the implementation and monitoring process of the SPSAs. All decisions regarding fiscal, personnel, and material resources are based upon program needs and relate to the goals set forth in the SPSAs and WASC Action Plan. There is clear alignment between the SPSAs, WASC Action Plan, and the LEA Plan which further help to guide program decisions. All plans are monitored as part of the Federal Program Monitoring (FPM) process. | SPSAs (Action Plan)  
Alignment of plans document  
WASC Action Plan  
FPM Instruments |
Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Alternative Education a well-organized program with clear goals and objectives as outlined in all program documents. The Governing Board and the Superintendent share advisory and oversight responsibilities for the program. There is clear understanding of the organizational structure, including the roles and responsibilities of all stakeholders. There is regular communication between the Alternative Education program, the Superintendent, and the Board.

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Identified Critical Learner Needs:

To increase the program-wide focus on:

1. math instruction and student performance on all summative and formative assessments
2. improved literacy and writing skills across the curriculum
3. the systematic application of technology in learning

The SPSAs are developed in conjunction with input from stakeholders at all levels of the organization and based upon analysis of student achievement data to help students achieve Schoolwide Learner Outcomes and state academic standards. Regular monitoring and annual evaluation of the SPSAs is conducted by the SSCs, ELACs, administration, and other stakeholders.

The goals and objectives of the SPSAs are prioritized according to the Schoolwide Learner Outcomes and identified critical learner needs. Further, there is strong alignment between the SPSAs and the WASC Action Plan with clearly defined action steps and funding source allocations. The organizational structure of the County Office, specifically the Division of Student Services, serves to provide clear direction to the program and delivery of high quality services for students.
A4. Leadership and Staff

A qualified staff facilitates achievement of the academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

Employment Policies and Practices

Prompt: Evaluate the clarity of employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCSOS operates on a merit system as part of its personnel management program. The merit system is designed to provide a fair and equitable personnel management program dedicated to the recruitment, retention, and development of employees on the basis of merit and job-related qualifications. It assures fair treatment of applicants and employees in all aspects of personnel administration without regard to race, national origin, religion, age, gender, disability, medical condition, marital status, or sexual orientation, and with proper regard for the privacy and constitutional rights of citizens. Ongoing collaboration between the departments of Human Resources, Instructional Services, and Student Services allows for clear employment policies and practices related to qualifications of staff. To support clarity of employment policies and practices for current staff, information can be found on the KCSOS website, in standardized email messages and memos, job descriptions, etc. Additionally, administrators receive training on current policies and practices related to employment.</td>
<td><a href="http://www.kern.org">www.kern.org</a> - Human Resources Page, Credentials Office page Rules of Personnel Commission KCEA Contract SOSCA Contract Job descriptions</td>
</tr>
</tbody>
</table>

Qualifications of Staff

Prompt: Evaluate the procedures to ensure all staff members in all programs, including online instruction based on staff background, training and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every effort is made to ensure teaching assignments are based upon Highly Qualified alignment. Ongoing procedures related to monitoring qualifications of Highly Qualified status of staff include the following: Verification Process for Secondary Teachers in Special Settings</td>
<td>Highly Qualified Teacher spreadsheet VPSS schedule Monitoring of credential and TB</td>
</tr>
</tbody>
</table>
(VPSS), credential status, notification of new/updated policies, and approval of course work completed by staff. Student Services works to ensure staff members are qualified.

New hires must undergo fingerprint and background clearance from Human Resources. In addition, new teachers are supported by assigned BTSA providers and participate along with veteran teachers and staff in various workshops regarding curriculum, instructional practices, gang activities, professional assault crisis training (Pro-ACT®), etc.

**Maximum Use of Staff Expertise**

**Prompt:** Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities including any type of online instruction.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
</table>
| Staff members are assigned based on HQ status, credentials, job descriptions, certifications, and/or bilingual capabilities. Newly hired staff follows the procedures outlined in the Rules of Personnel Commission and are provided with an informal orientation and follow up support at the site level. Regular monitoring of staff assignments with regard to qualifications is conducted and adjustments made if necessary. Alternative Education works to ensure staff are assigned appropriately to maximize the impact on student learning. | Highly Qualified spreadsheet  
VPSS schedule  
Monitoring of credential and TB status by Human Resources  
Annual Review of Policies by Human Resources  
Fall Census (CBEDS) Reporting  
Teacher Assignment Forms |

**Defining and Understanding Practices/Relationships**

**Prompt:** Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
</table>
| KCSOS and the Alternative Education program have written policies that define individual responsibilities, outline operational practices, and help guide the decision-making process of leadership and staff. These documents are reviewed with all staff, provide clear guidelines for the program, and are updated and revised as needed. Policies can be found on the KCSOS and | KCSOS organizational chart  
Job descriptions  
Teacher Handbook  
Classified Handbook |
Alternative Education websites.
The Alternative Education program has handbooks in place for both certificated and classified staff. The comprehensive handbooks clearly define individual responsibilities and operational practices for all aspects of the program. In addition, the handbooks are updated and disseminated to staff annually and serve as guiding documents for both staff and administration.

The KCSOS organizational chart shows the hierarchy of the divisions within the office. This chart also helps staff understand the overall decision-making processes, define the relationships of leadership staff, and demonstrates the flow of communication.

Contracts are in place for both classified (Superintendent of Schools Classified Association) and certificated (Kern County Education Association) staff. The contracts are available on the www.kern.org website.

Job descriptions are provided to all staff. The job descriptions include immediate supervisor, essential functions, minimum qualifications (personal and professional), and training and/or credentials.

### Internal Communication and Planning

**Prompt:** *How effective are the existing structures for internal communication, planning, and resolving differences?*

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Education exercises internal communication using various approaches such as email, electronic file-sharing programs, the <a href="http://www.kern.org/kcclc/">www.kern.org/kcclc/</a> website, interoffice mail, etc. All methods of communication are effective and utilized for many purposes including planning and resolving program issues that arise. Staff meets regularly at various levels regarding program matters. During these meetings, information is disseminated, pertinent issues are discussed, and planning takes place. The meetings held include:</td>
<td>Dropbox, Google Docs, etc.</td>
</tr>
<tr>
<td>• Site level staff meetings (monthly)</td>
<td>Electronic forms</td>
</tr>
<tr>
<td>• PLC meetings (monthly)</td>
<td>EL Share</td>
</tr>
<tr>
<td>• Administrator meetings (monthly)</td>
<td>Special Ed Share</td>
</tr>
<tr>
<td>• Lead Teacher Committee (as needed)</td>
<td>Lead Teacher Committee agendas</td>
</tr>
<tr>
<td>• WASC Leadership Team (at least weekly)</td>
<td>Staff meeting agendas</td>
</tr>
<tr>
<td>• Advisory committee meetings (at least quarterly)</td>
<td>Principals’ Retreat agendas</td>
</tr>
<tr>
<td>KCEA Contract</td>
<td>WASC Leadership Team agendas</td>
</tr>
<tr>
<td>SOSCA Contract</td>
<td>PLC agendas</td>
</tr>
<tr>
<td>Section 504 Handbook</td>
<td>ELAC/DELAC agendas</td>
</tr>
<tr>
<td>Special Education and Support Services Handbook</td>
<td>SSC agendas</td>
</tr>
<tr>
<td>All policies</td>
<td></td>
</tr>
</tbody>
</table>
• Transition counselors (at least quarterly)
• Campus Supervisors (at least quarterly)
• Principals’ Retreat (three times a year)

www.kern.org
www.kern.org/kcclc/
Correspondence

Staff Actions/Accountability to Support Learning

Prompt: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Include an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Evaluation of Existing Processes

Prompt: To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?

Findings

There are many processes in place to develop a sense of shared responsibility among staff and encourage accountability for student learning, but leadership recognizes that some of these processes are more effective than others and continues to work to improve in this area. Due to the transient nature of the student population, the program understands that the time students are enrolled is limited and it is therefore vital that every moment spent in the classroom is meaningful and purposeful.

The most effective of these processes are BTSA Induction, the Lead Teacher Committee, and the recent curriculum revisions. At this time, Court and Community Schools have strong BTSA Support Providers who work closely with their participating teachers not just to ensure that credentialing requirements are met, but also to develop in their colleagues effective instructional practices that will help them to be successful in the Alternative Education environment. Another support system for instructional staff is the Lead Teacher Committee. Comprised of representatives from each school site, this committee solicits feedback on various topics from their colleagues and offers input to leadership to create uniformity across the program. They have addressed areas such as the behavior policy, dress code, grading policy, etc. Other staff in place that provide support for instruction are the transition counselors and

Supporting Evidence

BTSA documents
Lead Teacher Committee meeting agendas and minutes
Transition counselor meeting agendas and minutes
Campus supervisor meeting agendas and minutes
Curriculum design sequence documents
Special Education and EL Shares
PLC agendas and feedback sheets
Cluster test scores
www.kern.org/kcclc/
Administrator and staff meeting agendas
Teacher Handbook
campus supervisors who meet regularly to address program issues that arise and discuss additional ways to support student learning. They regularly collaborate with teachers and administrators to problem-solve and keep the educational environment conducive to learning.

With regards to curriculum, the recent revisions were undertaken to provide consistency in the instruction offered program-wide. Not only were they necessary due to California’s adoption of Common Core State Standards and a need for more common formative assessments, but leadership recognized that continuity of services is particularly essential with its highly mobile student population. This was a significant change to how instruction had been delivered in the past when teachers had more autonomy with regard to the curriculum used and instructional practice. Beginning with ELA intervention materials, the revisions will serve as a model for how the remaining content area curriculum design sequence documents will be structured.

Another process that has proven effective is the electronic file sharing that occurs among Special Education and EL staff. The documentation is monitored on a regular basis to ensure that accurate and timely information is available to appropriately identify and place students in the environment that will best meet their needs and to evaluate student progress.

In the fall of 2012, Alternative Education was able to adjust school schedules to allow for the monthly meeting of a Professional Learning Community which addressed a widespread request from instructional staff for opportunities to collaborate with their colleagues. Throughout most of the 2012-13 school year, leadership worked to provide a framework and foundation for the PLC to ensure that the time spent will be effective and meaningful. The goal moving forward is to encourage PLC teams to take ownership of the process and identify their needs that will best improve student learning. They will also be instrumental in the development of common formative assessments. As expected, although most staff has valued the opportunity for collaboration, there is still a need for greater buy-in which leadership is confident will occur in time as internal accountability develops.

The Focused Instructional Strategies Team (FIST) was created to explore research-based strategies to improve learning for all students. Due to the series of CCSS
trainings that are calendared throughout the 2013-14 school year, there have been many scheduling conflicts. Leadership recognizes the importance of this resource for instructional staff and is working to identify dates during the spring semester for FIST meetings. Another challenge has been identifying participants. In the past, FIST members volunteered or were chosen by their site administrators, but recent program changes have led to the thought that the team should be merged with the Lead Teacher Committee so that these individuals can provide more instructional support at their school sites.

Additional processes in this area that need more follow up are the collection of benchmark data and staff use of resources that are available on the Alternative Education website. At this time, Edge Cluster Test scores are to be submitted to administration on a regular basis; however, what is needed is for a better system for teachers to provide scores and for the information to be provided more consistently and in a timelier manner. Once collected, the data also needs to be reviewed by instructional staff so that reteaching can be provided when necessary and to identify ways to address any areas of need to improve student learning.

During the 2012-13 school year, Curriculum and Instruction worked with the technology team to create a webpage that would provide a variety of resources that teachers could use to improve instruction: content and language resources and standards, writing rubrics, internet resources, state assessments, curriculum design sequence documents, etc. While all of these resources are now easily and readily available, not all staff accesses them on a regular basis despite frequent reminders and encouragement to do so in emails, staff meetings, etc.

A number of other processes are in place that leadership recognizes need more work to improve their effectiveness. These will be addressed in Category A: Areas of Growth.

Administrators and staff meet monthly to review the processes that are in place to support student learning and to discuss issues of concern relevant at the school site or program level. Administrators regularly review the Teacher Handbook, the Course of Study, and emphasize any updates or revisions.
Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Alternative Education leadership and staff are committed to providing the best educational experience for students to help them achieve academically and socially. Teachers are highly qualified and placed appropriately. The Alternative Education program has policies and procedures in place which serve to clearly define responsibilities, operational practices, decision-making process, and the relationships of leadership staff in order to maximize student learning.

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

**Critical Learner Need #1:** Increase program-wide focus on math instruction and student performance on all summative and formative assessments.

Most students enter Alternative Education with math scores well below grade level. To this end, the program has focused its efforts on improving student achievement in this subject. Math intervention curriculum (*California Math Triumphs*) was adopted and implemented program-wide. Instructional time for math intervention was increased in the independent study setting. Professional development for staff is based upon the identified needs of students. Common Core trainings in math are underway and have been instrumental in deepening teachers’ understanding of what students need in order to become proficient mathematically.

**Critical Learner Need #2:** Increase program-wide focus on improved literacy and writing skills across the curriculum.

The Alternative Education program has put forth a considerable amount of resources toward improving student literacy and writing skills. As with math, instructional time for ELA intervention was increased in the independent study setting. Staff underwent comprehensive training in the reading intervention curriculum (*Inside/Edge*) in 2011-12. In the fall of 2013, revised pacing calendars, curriculum maps, and lesson plans were provided and implemented. The pacing calendar was expanded to include dates for administering and submitting results of the curriculum-embedded assessments. Teachers also receive weekly vocabulary development pages that focus on the instruction of academic vocabulary with an emphasis on oral language and writing skills. In addition, teachers are currently receiving training in Common Core. Literacy across the curriculum is a major area of focus for these sessions.

**Critical Learner Need #3:** Increase program-wide focus on systematic application of technology in learning.

Leadership and staff utilize numerous methods of technology for instruction, communication, planning, and training purposes. The degree in which technology is utilized in teaching and learning varies across the program.
A5. **Leadership and Staff Criterion**

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

**Support of Professional Development**

**Prompt:** *How effective is the support of professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes? Provide evidence and examples.*

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| Court and Community Schools encourages professional development at all levels as the budget permits. Large professional development opportunities have become less frequent. The introduction of the PLC and more offerings by KCSOS and Alternative Education has helped compensate. In addition, teachers spend more personal time and resources to acquire essential professional training. The Curriculum and Instruction Leadership Team supports instructional staff in the implementation of new curriculum and strategies. Administrators conduct observations and provide feedback to teachers. Administrators are also involved in training, and the evaluation of student learning. | Professional development opportunities:  
- Thinking Maps  
- SDAIE strategies  
- Explicit Direct Instruction (EDI)  
- Write to Learn  
- Fab Vocab!  
- Anita Archer  
- Kate Kinsella  
- Ruby Payne  
- Title III EL  
- Step up to Writing  
- CCSS/California ELD Standards  
- VPSS  
- All adopted core and intervention curricula  
- CTAP  
PLC agendas and feedback sheets |
### Supervision and Evaluation

**Prompt:** How effective are the school’s supervision and evaluation procedures?

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</thead>
</table>
| KCSOS is committed to maintaining a quality organization. Comprehensive employee evaluation procedures and practices for staff at all levels are in place. Every two years, all administrators are required to attend a full-day workshop on employee evaluation and ongoing communication occurs between administrators and directors to ensure consistency and equity in the evaluation process. | Staff evaluation forms  
Staff meetings agendas  
Administrator observations  
Correspondence |

**Additional Online Instruction Prompt:** How effective is the school’s supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Odysseyware program is currently being piloted at selected sites and is expected to be available program-wide by the fall of 2013.</td>
<td>Odysseyware training materials and documentation</td>
</tr>
</tbody>
</table>

### Measurable Effect of Professional Development

**Prompt:** Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</thead>
</table>
| Alternative Education has several methods to determine the effectiveness of professional development on student performance.  
Among the formal processes used are the BTSA Induction program for new teachers and the Peer Assistance Review program for veteran teachers.  
Informal observations and walkthroughs indicate that many teachers implement the professional development initiatives adopted, but leadership feels that a more formal means of assessing the impact on student learning is needed. Initial steps have been taken to meet this identified area of need with the recent implementation of a PLC and the collection and analysis of the curriculum-embedded assessments in ELA. The process is ongoing. | Professional Learning Community (PLC) meeting agendas and feedback sheets  
BTSA Induction program  
Peer Assisted Review (PAR)  
Administrative meeting agendas  
Monthly site meeting agendas  
STAR Renaissance annual growth report (Court School) |
and progress is being made. In Court School, an annual report is generated that depicts student growth in reading and math. Information from this report is shared with the Court School staff.

**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Alternative Education understands the importance of ongoing professional growth and development. Effective research-based instructional strategies are explored and implemented to help student achievement of critical learner needs and Schoolwide Learner Outcomes. It remains an ongoing goal to increase student achievement in a way that best serves the student population and encourages 21st Century thinkers in a global society. The program-wide initiatives that have received the greatest focus in the past few years are:

- Thinking Maps
- SDAIE strategies
- Write to Learn
- Fab Vocab!
- CCSS/California ELD Standards
- VPSS
- All adopted core and intervention curricula

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

**Critical Learner Need #1:** Increase program-wide focus on math instruction and student performance on all summative and formative assessments.

After adoption and purchase, teachers were trained in the *Algebra Readiness* curriculum. Alternative Education has most recently purchased *California Math Triumphs* for intervention, and curriculum-embedded resources were provided for teachers to help with its implementation. Throughout 2011-12 and 2012-13, teachers also attended a series of trainings provided by KCSOS’ Curriculum, Instruction, and Accountability department which focused on strategies to improve math instruction. Since the fall of 2013, teachers have continued to attend trainings offered by the County Office that are specific to CCSS. Another program change that has positively impacted student learning is the restructuring of the independent study model which has provided more time for math instruction.

**Critical Learner Need #2:** Increase program-wide focus on improved literacy and writing skills across the curriculum.

There has been a widespread focus on reading intervention and building academic vocabulary in the past few years. Starting with the implementation of *High Point* in 2006, reading
intervention has been a priority as the majority of Alternative Education students read well below grade level. The adoption of *Inside* and *Edge* in 2010, which replaced High Point, allowed the program to even better meet the needs of its striving readers. The implementation of *Edge*, in particular, allowed reading intervention to be even more systematically delivered. Leadership also developed a tremendous number of resources and provided extensive training and support to help make the curriculum easily accessible to teachers.

Instructional staff has also been provided with numerous professional development opportunities with regard to academic vocabulary. The majority of Staff Development Day in 2010 was focused on the importance of and steps for explicit vocabulary instruction. Later that school year, the Write to Learn curriculum was written and disseminated to staff through a series of site-based trainings. Write to Learn has since undergone more refinement with the adoption of CCSS and weekly mini-lessons are now made available to teachers which provide the structure for the explicit instruction of each word and a focus on oral academic language skills and writing. The Schoolwide Learner Outcomes are also specifically incorporated into the writing activities.

Leadership has provided much support for these resources and teachers report that they have had a positive impact on student learning

**Critical Learner Need #3**: Increase program-wide focus on the systematic application of technology in learning.

Alternative Education recognizes the importance that technology plays in teaching and learning and that its use will become even more vital and widespread in the future, but there are opportunities for improvement by the program in this area. The program has purchased interactive whiteboards, Senteos, and AirLiners – and provided the training necessary for how to use them – is currently piloting Odysseyware, and uses a variety of online resources (e.g., Web 2.0 tools, apps, video streaming, publisher resources, etc.). Teachers have also received professional development related to the online resources specific to CCSS and these, along with many others, are available on the Alternative Education website. The program continues to work towards helping teachers be more comfortable with technology and providing opportunities for students to use these resources as well.
A6. **Resources Criterion**

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the schoolwide learner outcomes.

**Allocation Decisions**

**Prompt:** *To what extent are resources allocated to meet the school’s vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes and the academic standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
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</table>
| The County Office effectively and appropriately uses its human, material, physical, and financial resources in accordance with the legal intent of programs to support student learning. Resources are allocated in a manner that best allows the program to support its vision and mission while meeting the student achievement of the critical learner needs and Schoolwide Learner Outcomes. The governing board and county administration support program changes by providing additional resources as needed. Administration works with staff to determine site needs and prioritize the requests. Decisions are made based on alignment with program priorities and budget. For example, sites are limited to only ordering curriculum which is listed in the program’s Course of Study, leadership and staff attend professional development that will help meet the critical learner needs, and the program has purchased metal detectors to help ensure the safety of staff and students. | Needs assessments and surveys  
PLC team feedback sheets  
School Site Council agendas and minutes  
SPSAs  
Various trainings and workshops, including but not limited to:  
• Project 180  
• CCSS  
• Kern County Mental Health  
• Fab Vocab!  
• Pro-ACT  
• Gang awareness |

**Practices**

**Prompt:** *Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
</table>
| The responsibility of developing budgets, procuring annual audits, monitoring accounting practices, and | Budget training agendas  
Title I Internal Audit |
handling of institutional funds is the responsibility of the Kern County Superintendent of Schools office. The directors are responsible for creating and managing the budget by the guidelines set forth within the County Office and work closely with the KCSOS business office.

**Facilities**

**Prompt:** Specifically, to what extent do the facilities support the school’s vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Education campuses are designed and maintained in a manner</td>
<td>SB187 Comprehensive School Safety</td>
</tr>
<tr>
<td>that supports the school’s vision, mission, and Schoolwide Learner</td>
<td>Plan</td>
</tr>
<tr>
<td>Outcomes while being a safe and healthy learning environment. Campuses</td>
<td>School Site Council agendas and</td>
</tr>
<tr>
<td>are well maintained by onsite custodians and district ground crews</td>
<td>minutes</td>
</tr>
<tr>
<td>as well as district maintenance personnel. Custodians and grounds</td>
<td>Health Department inspections</td>
</tr>
<tr>
<td>crews report possible unsafe situations to the site administrator so</td>
<td>Fire Inspections</td>
</tr>
<tr>
<td>that a work order may be completed to correct the issue. Schools are</td>
<td>Work orders</td>
</tr>
<tr>
<td>safe yet welcoming to students. Each site has a SB 187 plan that is</td>
<td></td>
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<tr>
<td>updated annually and is approved by the school site council. The plan</td>
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<tr>
<td>is designed to address a variety safety issues if they come up and</td>
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<tr>
<td>impede the opportunities for others to arise. School sites are</td>
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<tr>
<td>inspected annually by the Fire Department and Health Department to</td>
<td></td>
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<tr>
<td>ensure that the facilities are safe.</td>
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</table>
Instructional Materials and Equipment

Prompt: Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction including online.

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Education has policies and procedures in place that allow</td>
<td>Technology surveys</td>
</tr>
<tr>
<td>the program to maintain and acquire the necessary instructional</td>
<td><a href="http://www.kern.org/kcclc/">www.kern.org/kcclc/</a> (Alternative Education Technology</td>
</tr>
<tr>
<td>materials and technology. Sites</td>
<td>Support)</td>
</tr>
<tr>
<td>submit a prioritized list of needed curriculum and instructional</td>
<td>Purchase Requisition Form</td>
</tr>
<tr>
<td>materials to the VP of Curriculum and Instruction which is then</td>
<td>Purchase orders</td>
</tr>
<tr>
<td>forwarded to the Directors for approval. Technology requests are</td>
<td></td>
</tr>
<tr>
<td>submitted to technology staff and forwarded to the Director for</td>
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</tr>
<tr>
<td>approval. Requests for technology support (e.g., Help Desk) are</td>
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<tr>
<td>made through the program’s website.</td>
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</table>

Well-Qualified Staff

Prompt: Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college career preparation programs are in place.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The County Office has policies in place for hiring staff. Alternative</td>
<td>Human Resources documents</td>
</tr>
<tr>
<td>Education has worked to establish year-round professional development</td>
<td>Program and Professional</td>
</tr>
<tr>
<td>opportunities for all staff. The VP of Curriculum and Instruction and</td>
<td>Development list</td>
</tr>
<tr>
<td>the Curriculum and Instruction Leadership Team focus on providing ongoing</td>
<td>Correspondence</td>
</tr>
<tr>
<td>professional development to the staff. There are monthly PLC meetings</td>
<td>PLC agendas and Feedback Sheets</td>
</tr>
<tr>
<td>so that staff can work together to improve student learning. Meetings of</td>
<td>FIST agendas and training materials</td>
</tr>
<tr>
<td>the Focused Instructional Strategy Team (FIST) include a staff</td>
<td>BTSA documents</td>
</tr>
<tr>
<td>representative from each site who attends and share strategies with the</td>
<td>Lead Teacher list</td>
</tr>
<tr>
<td>teachers at their site. New teachers are enrolled into BTSA and have</td>
<td>Principal Retreat Agendas</td>
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<tr>
<td>a Support Provider. Most sites have an assigned Lead Teacher to help</td>
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<tr>
<td>mentor newer teachers and to provide extra support to the teaching</td>
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<tr>
<td>staff. The administrative team participates in Principal Retreats that</td>
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<tr>
<td>occur three times each year. These retreats help bring the administrative</td>
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<tr>
<td>team up to speed on new trends and educational practices.</td>
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</table>
Long-Range Planning

Prompt: How effective are the district and school’s processes for regularly and effectively examining a long-range plan which ensures the continual availability and coordination of appropriate resources supports students’ achievement of the critical learner needs, the academic standards, and the Schoolwide Learner Outcomes?

Findings

The Strategic Plan is written every three years and serves as the guiding document for all programs operating under KCSOS. Every year, program plans are revised to address student needs and outline the availability and coordination of resources. Alternative Education monitors student achievement and sets goals for improvement.

The ELACs provide input to the SSCs on the goal and action items that pertain to English learners. The SSCs also assist in the development of the SPSAs and are responsible for approving and monitoring them. The LEA Plan is revised accordingly.

Professional development activities are scheduled throughout each school year to help the program meet the established goals.

Major purchases (e.g., technology hardware and software, curriculum, etc.) are prioritized according to program need and the availability of fiscal resources.

Supporting Evidence

- SSC agendas and minutes
- ELAC agendas and minutes
- DELAC agendas and minutes
- Master Calendar
- Program and Professional Development spreadsheet
- Single Plans for Student Achievement (SPSAs)
- LEA Plan
- Strategic Plan
- Alignment of plans document

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Needs assessments are conducted regularly and help to establish goals and prioritize the purchase of various resources. The procedures that are in place effectively provide structure to support the acquisition of curriculum and instructional materials, items that are required to provide a safe environment for staff and students, and the other items that are necessary to allow for efficient operation of the program on a day-to-day basis.

Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

Critical Learner Need #1: Increase program-wide focus on math instruction and student performance on all summative and formative assessments.

The restructuring of the independent study model, the adoption and purchase of math curriculum in recent years, and the professional development and resources that have been provided for math instruction have positively impacted student learning. The adoption of CCSS demands that work in this area continue.
Critical Learner Need #2: Increase program-wide focus on improved literacy and writing skills across the curriculum.

The widespread focus on reading intervention and building academic vocabulary in the past few years has allowed the program to better meet the needs of students. Leadership has worked to systematically implement a number of initiatives in the area of literacy and writing, developed a tremendous number of resources, and provided extensive training and support to help make the curriculum easily accessible to teachers and teachers report that this has had a positive impact on student learning.

Critical Learner Need #3: Increase program-wide focus on the systematic application of technology in learning.

Alternative Education uses a variety of technological resources and continues to work to improve in this area, especially given the recent adoption of the Common Core State Standards which demand greater technology use and proficiency.
**WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources:**  
*Strengths and Growth Needs*

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

### Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength

| 1. | Alternative Education has a clearly stated and coherent mission and vision which is supported by the governing board and county policies and which drive all curricular and instructional goals. |
| 2. | Court and Community School Schoolwide Learner Outcomes are focused on student needs and are based on current research and practices, state frameworks, and a belief that all students can learn. |
| 3. | Curricular and instructional goals are based on the critical learner needs and Schoolwide Learner Outcomes. |
| 4. | The Kern County Superintendent of Schools office’s allocations of resources grow out of a systematic focus on learning and analysis of results. |

### Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

| 1. | Develop a system for greater accountability in regards to the systematic implementation of strategies, programs, curricula, etc. that have been adopted by the program. Methods being considered include the submission of lesson plans to site administration and a standardized evaluation form for walkthroughs. |
| 2. | Provide more access to technology and related improvements. |
| 3. | Strengthen the commitment to and expertise of instructional staff through the Professional Learning Community to benefit student achievement. |
| 4. | Complete curriculum revisions for remaining content areas: ELA core, mathematics, science, and social studies upon completion of the Common Core State Standards training being held throughout the 2013-14 school year. |
| 5. | Develop a method for the systematic collection of benchmark assessment data. |
| 6. | Work with leadership to identify appropriate participants for the Focused Instructional Strategies Team and to help ensure that the professional development provided is then shared at each of the school sites. |
Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum. This curriculum supports the achievement of the academic standards and the Schoolwide Learner Outcomes.

Current Educational Research and Thinking

Prompt: Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stays current and relevant and revise the curriculum appropriately within the curriculum review cycle.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>Court and Community School curriculum is rigorous, relevant, coherent, and standards-based/standards-aligned. Additionally, the curriculum supports student attainment of the critical learner needs and Schoolwide Learner Outcomes. There are an array of courses offered that address varied student needs ranging from core content courses to modified curriculum and intervention. A Course of Study is in place and is regularly updated and expanded with the adoption of new curriculum and standards. Course outlines are available on the Alternative Education website, including lesson plans and standards-based student outcomes for all grade levels. In order to support a rigorous, relevant, and coherent standards-based/standards-aligned curriculum, the content area teachers provide support for student achievement by modifying curriculum to meet the identified needs and individual circumstances of all students. Additional support is provided through the use of research-based strategies which have been implemented program-wide. There is emphasis program-wide on CAHSEE, reading, writing, and algebra. The Schoolwide Learner Outcomes are posted throughout classrooms, incorporated into instruction, and serve as a goal for all students. The Schoolwide Learner Outcomes were recently revised and updated to meet the needs of students.</td>
<td>Course of Study (Course Descriptions, Course Outlines, and Textbook Matrix) Common Core State Standards <a href="http://www.kern.org/kcclo/">www.kern.org/kcclo/</a> Curriculum design sequence documents: lesson plans, curriculum maps, and pacing calendars California Frameworks Schoolwide Learner Outcomes Correspondence with KCSOS Curriculum, Instruction &amp; Accountability department, Bakersfield City School District, and the Kern High School District Curriculum committee meeting agendas</td>
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</table>
was created in 2011. This person works with leadership and the Curriculum and Instruction Leadership Team to assist in revising and realigning the curriculum to the Common Core, works closely with the KCSOS Curriculum, Instruction, and Accountability department to develop meaningful professional development opportunities for staff, researching current educational practices related to the curricular areas, and sees that these strategies are offered to staff through trainings and workshops throughout the year.

Content-specific curriculum committees have been organized to revise curriculum and review textbooks during adoption cycles. These committees include representation from all sites.

Alternative Education has adopted research-based strategies that are used program-wide, such as Thinking Maps, Write to Learn, and Fab Vocab! In addition to the use of these adopted strategies, staff attends various trainings on other research-based teaching strategies and curriculum. To provide consistency for students, there is also close collaboration between Alternative Education and its largest feeder districts to stay updated on their curriculum trends.

**Academic Standards for Each Area**

**Prompt:** Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., college/career) that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements?

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<th>Findings</th>
<th>Supporting Evidence</th>
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<tr>
<td>Alternative Education has defined academic standards for each course which are listed on the Course Outlines and Course Descriptions in the Course of Study. (These are currently being revised to reflect the California Common Core State Standards.)</td>
<td>Course of Study (Course Descriptions, Course Outlines, and Textbook Matrix) <a href="http://www.kern.org/kcclc/">www.kern.org/kcclc/</a></td>
</tr>
<tr>
<td>Court and Community Schools serve the most at-risk youth in the county with over 90% of students being impoverished economically, socially, and/or educationally. The goal of the program is to return students to their home schools; however, many reenroll multiple times throughout their school careers. While in the program, the focus of the instructional staff is to help students learn grade-level content regardless of whether the student will be returning to their home school, completing graduation</td>
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requirements, or entering the military or workforce. Although the program empowers students to develop skills necessary for success in post-high school programs, only a small percentage of students go directly into a 4-year college or university. For this reason, Court and Community Schools do not offer any “a-g” courses at this time. Alternative Education is a short-term placement for students and the goal is for students to return to their home district.

Transition counselors are located at various school sites and provide assistance to students that return to their school of residence or graduate and continue on to college. The school counselors are knowledgeable on non-college options such as trade schools, military, etc.

### Additional Online Instruction Prompt

*Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

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<th>Findings</th>
<th>Supporting Evidence</th>
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<tr>
<td>The Alternative Education program is currently piloting Odysseyware, an online learning platform. Program-wide implementation is expected in the fall of 2014.</td>
<td>Odysseyware documentation</td>
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### Congruence

**Prompt:** *Evaluate the extent to which there is congruence between the actual concepts and skills taught the academic standards, and the Schoolwide Learner Outcomes.*

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<th>Findings</th>
<th>Supporting Evidence</th>
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| Alternative Education is committed to providing sound academic coursework that exemplifies rigor and relevance. Court and Community Schools operate on a year-round schedule and offer both classroom and independent study instructional strategies. The number of periods in the classroom setting varies depending on school site. High school students earn 1.0 credit per class every 15 – 18 days. The independent study model requires students to attend a minimum of 4½ hours one day a week. Students can earn up to five credits per course. Elementary and junior high school students work to complete grade-level requirements. Teachers are responsible for providing instruction aligned with the state content standards, using standards- | *Course of Study* (Curriculum design sequence documents: lesson plans, curriculum maps, pacing calendars)  
Teacher Handbook  
Curriculum Committee agendas  
www.kern.org/kcclc/  
CCSS training materials  
PLC feedback sheets |
based/aligned textbooks, and adjusting their lessons and instruction centered on the varying and individual needs of students. Students identified as needing intervention in ELA and/or math are placed in the appropriate courses based on their STAR Renaissance assessment results. Students who meet specific criteria are able to work at an accelerated pace to earn additional credits with administrator approval.

In the development of the new lesson plans, curriculum maps, and pacing calendars for ELA, the curriculum committee worked to ensure the alignment of the academic standards and Schoolwide Learner Outcomes. The remaining content areas will follow the same model.

Professional Learning Communities (PLCs) were formed to allow teacher collaboration among their area of expertise and/or highly qualified subject area. The PLCs meet monthly and review key curricular concepts as well as collaborate on curriculum.

### Student Work — Engagement in Learning

**Prompt:** Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.

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<th>Findings</th>
<th>Supporting Evidence</th>
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<tr>
<td>The instructional staff regularly review student work and promote student engagement in learning. In evaluating representative samples of student work and observations in different instructional settings, clear representation of rigorous, relevant, and coherent standards-based instruction is evident throughout the program. The representative samples address the Schoolwide Learner Outcomes and the research-based strategies adopted by the Alternative Education program. Teachers report that they use results of assessments to measure student progress and to provide immediate feedback. Some samples of student work include:</td>
<td>Observations</td>
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<td>• Thinking Maps (e.g. Circle Map, Flow Map, etc.)</td>
<td>Analysis of formative assessments</td>
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<tr>
<td>• Academic vocabulary activities (Circle Map with Write to Learn word and journal writing)</td>
<td>Teacher survey results</td>
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<td>• Exit Slips</td>
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<td>• T-Charts</td>
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• Writing samples
• Homework samples

**Accessibility of All Students to Curriculum**

**Prompt:** Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs. How does school staff define rigor, relevance, and coherence? To what extent do the instructional practices of teachers and other activities facilitate access and success for special needs students?

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tr>
<td>Court and Community School curriculum is rigorous, relevant, coherent and standards-based. Additionally, the curriculum supports student attainment of the Student Learning Outcomes. There is an array of courses offered that address varied student needs ranging from core content courses to modified curriculum and intervention. The Alternative Education program regularly evaluates students’ access to a rigorous, relevant, and coherent curriculum across all programs through its Vice Principal of Curriculum &amp; Instruction, PLCS, and Curriculum Committees. The committees meet regularly to review curriculum and research-based strategies under the supervision of the Vice Principal of Curriculum &amp; Instruction. The Vice Principal also regularly collaborates with the CIA (Curriculum, Instruction &amp; Accountability) department within the County Office to ensure that the Alternative Education program is employing the latest curriculum. <em>Edge/Inside</em> and <em>California Math Triumphs</em> are used with fidelity to target lower achieving students to enhance their performance levels in reading and math. The ELA curriculum has been instrumental in helping teachers meet student needs; however, there is some skepticism that the math intervention program is effectively meeting the needs of the student population. Court and Community Schools will continue to investigate curriculum that will more effectively deliver math intervention and look forward to the CCSS materials that will become available during the next math adoption. Despite the success with the ELA intervention materials, increasing student literacy remains an identified critical learner need based on program assessment data. Alternative Education programs offer supplemental curriculum and software programs to teachers.</td>
<td><em>Course of Study</em> (Course Descriptions and Outlines, Curriculum design sequence documents: lesson plans, curriculum maps, pacing calendars) PLC feedback sheets Observations</td>
</tr>
</tbody>
</table>
supplemental coursework is individualized and prescriptive to fit each student’s educational needs. With support provided by the Special Education division, students with special needs have access to a rigorous, relevant, and coherent instructional program.

Many research-based teaching strategies are employed to find the right mix of instructional strategies and learning environments for student success.

One challenge with regards to accessibility has to do with occasional textbook shortages. Due to the transient nature of the student population, Alternative Education loses a large number of textbooks each year. The program is then forced to spend a great deal of time and money to replace the missing materials. The program has attempted to identify ways to address the issue and has made some improvement in this area, but needs to explore a more consistent and efficient system or procedure for remedying this problem.

**Integration Among Disciplines**

**Prompt:** Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

<table>
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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>Alternative Education has made a concerted effort to integrate the disciplines, especially with regards to reading and writing instruction, and the Common Core State Standards are supporting the program’s initiatives. A series of trainings which started in the fall of 2012, have been providing staff with the resources needed to successfully address literacy across the subjects. Monthly PLC meetings also serve to further this work.</td>
<td>PLC agendas and feedback sheets</td>
</tr>
<tr>
<td>One of the first steps toward integration of the disciplines was the Write to Learn curriculum which was implemented in 2010-11. The academic vocabulary instruction begins with the ELA teacher who introduces the word on Monday, and it is then reinforced with repeated exposures in the other subject areas throughout the week.</td>
<td>CCSS training materials</td>
</tr>
<tr>
<td>Curriculum Committees also meet to collaborate on research-based teaching strategies and state adopted curriculum to incorporate into the program so that curricular integrity and consistency are maintained.</td>
<td>Curriculum maps</td>
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<td></td>
<td>Write to Learn list of words, vocabulary development lessons</td>
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</table>
Curricular Development, Evaluation, and Revisions

Prompt: Comment on the effectiveness of the school’s curriculum review and evaluation processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.

Policies — Rigorous, Relevant, Coherent Curriculum

Prompt: Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school’s mission and Schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.

Findings

Alternative Education staff is encouraged to be actively involved in curriculum review and evaluation within their area of expertise and/or highly qualified subject area. The Course of Study is updated annually to reflect newly adopted curriculum, standards, and instructional strategies and is congruent with the program’s vision, mission, Schoolwide Learner Outcomes. Curriculum committees are involved in the selection process of newly adopted materials that will best fit the needs of the students and program. Curriculum committees also assist in the revision of the curriculum design sequence documents for adopted textbooks. The Lead Teacher Committee is also involved in the evaluation and review process and provides input to leadership regarding issues such as credits, grading policies, behavior policies, and graduation requirements.

The Professional Learning Community (PLCs) was formed to allow teacher collaboration. The PLC meets monthly and reviews key curricular concepts and skills, collaborates on curriculum, analyzes data, and discusses best practices to better meet student needs. One focus for the teams in the spring of 2014 will be the analysis of student work to examine the degree of rigor and

Supporting Evidence

Course of Study
PLC agendas and feedback sheets
Adoption committee documentation (e.g., scoring rubrics, etc.)
Lead Teacher Committee agendas
SSCs/ELACs/DELAC agendas and minutes
Staff, parent, and student technology surveys
relevance of lessons and to provide more consistent grading practices across the program.

The advisory committees (i.e., SSCs, ELACs, DELAC) meet throughout the year and evaluate curriculum and instructional practices to provide input and make recommendations for improvements to program. One specific issue that the ELACs will be researching is the program’s criteria for redesignating students as fluent English proficient in light of the discontinuation of the CSTs.

In 2013, Alternative Education began assessing the technology needs of the program through surveys which addressed site inventories, teacher use of technology in the classroom, teacher comfort with various technologies, areas of needed support, etc. Parents and students were also queried about their access to and comfort with various technologies.

**Articulation and Follow-up Studies**

**Prompt:** Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?

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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>Alternative Education is in regular contact with students’ previous schools and districts to request records that will allow for the appropriate placement and continuity of services once a student is enrolled in a Court or Community School. Articulation also occurs to investigate the curriculum and instructional strategies being used so that there will be less interruption as students transition between Alternative Education and their home schools. For students being released from one of the residential Court Schools, a prerelease meeting is held to determine academic standing and program placement and this information is shared with the receiving school district. For every student, the program also sends documentation of credits earned and progress made when he/she returns to their school of residence. Partner agencies were surveyed and the overall response was positive. They indicate that there is improved communication between all parties, students are returning having earned more credits than in the past, and the transition process occurs with minimal disruption.</td>
<td>Community School Referrals</td>
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<tr>
<td></td>
<td>Withdrawal Forms</td>
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<td>Student Transcript Requests</td>
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<td>Language Assessment Results</td>
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<td>Request Forms</td>
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<td>Transcript evaluations forms</td>
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<td>Student records</td>
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<td></td>
<td>Partner Agency Surveys</td>
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<td>Transition counselors’ contact logs</td>
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The Vice Principal of Curriculum and Instruction has worked with the county’s high school districts to ensure that Alternative Education’s ELA and mathematics courses are similarly paced to the districts’. This is also done with referring elementary and junior high districts for K-8 courses.

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Alternative Education has made great strides in providing a more cohesive instructional program. This started with the major revisions to the *Course of Study* in which the textbook options were narrowed to allow for more consistency and rigor, adoption of the intervention curriculum, development of the curriculum design sequence documents, and alignment to CCSS.

The program offers an array of courses that address the varied needs of students. In addition, Court and Community Schools work closely with referring districts to ensure smooth transitions between school programs. The positive relationships that have been developed among stakeholders help the program to provide students with a quality educational program.

Prompt: *Comment on the degree to which this criterion impacts the school’s to address one or more of the identified critical learner needs.*

**Critical Learner Need #1:** Increase program-wide focus on math instruction and student performance on all summative and formative assessments.

The adoption of *California Math Triumphs* has been helpful in improving students’ math skills; however, there is still room for improvement. The math CCSS trainings that are currently underway are providing teachers the opportunity to deepen their understanding and knowledge of the mathematical concepts needed to build students proficiency.

**Critical Learner Need #2:** Increase program-wide focus on improved literacy and writing skills across the curriculum.

The implementation of *Edge* and *Inside* have been instrumental in developing students reading skills. A major emphasis has also been placed on writing instruction across all disciplines through various research-based strategies.

**Critical Learner Need #3:** Increase program-wide focus on systematic application of technology in learning.

Teachers utilize the publisher provided online learning resources. Additional online resources used to supplement instruction are available on the Alternative Education website and include a variety of technological resources (e.g. Web 2.0 tools, various apps, etc.). Currently, teachers are receiving training specific to infusing technology into their lesson plans for student learning and application.
The Alternative Education program is also currently piloting Odysseyware. This program offers customizable, web-based curriculum for all core subjects as well as a variety of electives. Odysseyware is certified by California Learning Resource Network (CLRN).
B2. Curriculum Criterion

All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

Variety of Programs — Full Range of Choices

Prompt: How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college/career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

<table>
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<th>Findings</th>
<th>Supporting Evidence</th>
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| Court and Community Schools offer all students academically rigorous core and elective classes that enable them to meet graduation requirements and prepare them for college or the workforce. The Course of Study includes standards-based and standards-aligned curriculum for all content areas for all grade levels and at a variety of instructional levels. For students enrolling at one of the Community Schools or Bridges Academy, an Individual Learning Plan is created for each student which provides credit status, CAHSEE passage, reading and math levels, etc. For the remaining Court School sites, this information is collected as well, but on a different form. Teachers and counselors review the ILP/enrollment records to determine the needs of individual students and provide the appropriate coursework. Due to the nature of the program, Alternative Education is not able to offer the extensive range of courses as a traditional school, but Court and Community Schools do provide as broad an array of courses as possible which allow students to meet grade-level standards and graduation requirements. The program provides opportunities for career exploration and readiness. One of these is the grant-funded YouthBuild program. The YouthBuild program empowers at-risk youth to complete their high school diploma while learning real-world construction skills. It is scheduled to run through September 2015. Another program, JobsPlus!, offers students access and assistance in finding employment while attending school. Students are employed with one of many Alternative Education business partners to learn the skills needed to become a valuable employee. The JobsPlus! program also provides resume building and interviewing skills to students. | Course of Study  
Individual Learning Plans (ILP)/enrollment forms  
JobsPlus! website (www.kern.org/kclc/jobplus-home/)  
YouthBuild flyer  
Auto shop course description  
Senior Seminar course description and student portfolios  
Transition Counselor correspondence  
Career presentations  
Field trip approval forms |
An auto shop class is offered at Erwin Owen High School. Students learn basic automotive skills related to maintenance and repair.

Grade 12 students are given the opportunity to take a Senior Seminar elective course. Students complete an interest inventory to identify possible career pathways and develop a career plan for the future. Students complete and collect workplace documents such as job applications, cover letters, and resumes in a portfolio.

Transition counselors provide support to students as they prepare for postsecondary opportunities. These activities may include assistance with completing the FAFSA, the Armed Services Vocational Aptitude Battery (ASVAB), college and/or job applications, etc. Transition counselors also schedule career presentations at the school sites and coordinate field trips to local colleges and universities.

**Student-Parent-Staff Collaboration**

**Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, based upon a student’s learning style and college/career and/or other educational goals.*

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<td>Upon enrollment, an orientation is conducted which includes parents, students, and staff during which educational goals are established and rules and procedures of the program are outlined. The student’s academic information is included in an Individual Learning Plan or other enrollment form and is used along with credit standing (Grades 9-12) or days earned (Grades K-8) to guide placement and instructional decisions.</td>
<td>Orientation PowerPoints</td>
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<tr>
<td>The strength of Alternative Education’s collaboration with parents and students is supported by survey data. In surveys completed by students, 79% agree that they are satisfied by the degree of support and help from teachers and 84% say that they know where to get help and information about their progress in school and credit needs. In parent surveys, 88% indicated that they feel Court and Community Schools encourage parental involvement in their children’s education and are satisfied with the support services provided by the program for their children and families.</td>
<td>Individual Learning Plans (ILP)/enrollment forms</td>
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<td>Open and frequent communication regarding student</td>
<td>Transcript evaluations</td>
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<td></td>
<td>Student surveys</td>
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<td></td>
<td>Parent surveys</td>
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<td>Correspondence in various languages</td>
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progress occurs and is an important component of the students' and program’s success.

**Monitoring/Changing Student Plans**

**Prompt:** Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students’ personal learning plans (e.g., classes and programs).

**Findings**

The Alternative Education program has effective processes and procedures in place to monitor and communicate student progress. Policies have been implemented in Court and Community Schools to set expectations regarding attendance, behavior, and performance. This information is communicated to students and their parents upon entry into the program and reiterated regularly.

In Court School, there is a very close relationship between Alternative Education staff and the Probation staff in monitoring student progress. When students are not meeting academic or performance expectations and the school has exhausted all options, Probation will be called upon to provide support for school staff through the implementation of various levels of intervention that they employ.

In Community School, there is a Step Policy that serves to alert parents, students, and other agencies, as appropriate, of any issues that arise. For students who continue to experience difficulty, parental contact is made to identify possible interventions or solutions. Recently, a Discipline Matrix was created and implemented to help provide consistency across the program regarding consequences for student behavior. Appropriate changes are made to students’ personal learning plans when necessary.

According to surveys, students and parents expressed satisfaction regarding the extent of support services available to students and their families. Probation staff also agree that they have a positive working relationship with Alternative Education.

In addition to the relationship with the Kern County Probation Department, Alternative Education also collaborates regularly with various mental health providers. Several campuses have mental health staff on

**Supporting Evidence**

Progress Reports
Correspondence with parents and partner agencies
Student, parent, and partner agency surveys
Discipline Matrix
Teacher Handbook (Step, Performance, and Behavior Policies)
SSC and ELAC agendas and minutes
site who provides counseling services to students. The advisory committees also meet regularly and investigate methods to increase parental involvement and provide recommendations to leadership regarding school improvements.

**Post High School Transitions**

**Prompt:** Evaluate the effectiveness of the strategies and programs to facilitate transitions to post high school options.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Alternative Education program works to prepare students for postsecondary opportunities. Transition counselors and teachers provide support to students as they prepare for college, the workforce, or the military. Numerous strategies have been put in place to assist students in their post high school options. These strategies are as follows:</td>
<td></td>
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<tr>
<td>• Students’ credits are assessed upon entering the program to determine if they are on track for graduation.</td>
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<tr>
<td>• Students discuss post high school options with a transition counselor.</td>
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<tr>
<td>• Through the Senior Seminar course, students research career pathways, develop a resume, create a portfolio, etc.</td>
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<tr>
<td>• Students have the opportunity to visit local colleges/ universities and career fairs</td>
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<tr>
<td>• Students have the option to complete a career interest survey to help identify areas of interest.</td>
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<tr>
<td>• Assistance is provided in completing Financial Aid and school applications.</td>
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<tr>
<td>• Upon graduation, students are encouraged to contact the school at any time for additional support.</td>
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</tr>
<tr>
<td>Transition counselors’ correspondence with local postsecondary program, the Kern High School District</td>
<td></td>
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<tr>
<td>Field trips to local colleges, universities, and career fairs</td>
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<tr>
<td>Career Interest Survey</td>
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</tr>
<tr>
<td>Transcript evaluations</td>
<td></td>
</tr>
<tr>
<td>Senior Seminar course description</td>
<td></td>
</tr>
</tbody>
</table>
Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals. Alternative Education employs numerous effective processes that monitor student progress and allow for adjustments to be made in a timely manner. This along with the close collaboration between Court and Community Schools and various partner agencies helps ensure that students make appropriate choices and pursue a full range of realistic college/career and other educational options.

Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

Critical Learner Need #1: Increase program-wide focus on math instruction and student performance on all summative and formative assessments.

Critical Learner Need #2: Increase program-wide focus on improved literacy and writing skills across the curriculum.

Critical Learner Need #3: Increase program-wide focus on systematic application of technology in learning.

The Alternative Education program offers a full range of courses and career/vocational training options to address the varied needs and interests of the students. The focus on math, literacy, writing, and technology helps to give students the skills they will need to be successful in whatever postsecondary options they pursue.
B3. Curriculum Criterion

Upon completion of the high school program, students have met all the requirements of graduation.

Real World Applications — Curriculum

Prompt: Evaluate ways the school ensures that all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</thead>
<tbody>
<tr>
<td>The Alternative Education program ensures that all students have access to real-world applications based on their interests in relationship to a rigorous, standards-based curriculum. Teachers and transition counselors collaborate to provide these experiences through coursework, field trips, guest speakers, participation in YouthBuild, and/or JobsPlus! Alternative Education program is making every effort possible to engage students in the use of more technology in the classroom.</td>
<td>Course of Study</td>
</tr>
</tbody>
</table>

Meeting Graduation Requirements

Prompt: Comment on the effectiveness of the academic support programs to ensure students are meeting all requirements, including the CAHSEE.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Alternative Education program makes every effort to support the effectiveness of the academic programs to help ensure students are meeting all high school requirements, especially the CAHSEE. In order for students to receive a high school diploma, they must earn 220 credits in specific content areas. Of these 220 credits, 70 credits must be in electives. Students can meet this credit requirement through various opportunities besides traditional classroom settings and courses. For example, students enrolled in Court School can earn Life Skills and/or Job Skills elective credits for participation in support programs such as Forestry, Laundry, Kitchen, Auto/Welding, etc. This allows them to learn valuable skills as well as credits toward their high school graduation requirements. Transition counselors review and monitor the courses.</td>
<td>Course of Study</td>
</tr>
</tbody>
</table>
seniors complete toward graduation requirements. They evaluate transcripts to determine expected completion date.

With the implementation of Fab Vocab!, Thinking Maps, and Write to Learn, students are learning and developing effective strategies to assist them in passing the CAHSEE. Due to budget cuts, the program no longer has CAHSEE resource teachers. However, the staff makes every effort to ensure their lessons are targeting CAHSEE strands and employ learning strategies that will better prepare students to pass the exam. PLC teams have reviewed CAHSEE data to determine what targeted instruction is needed for CAHSEE preparation. Even those students who have met all of the other graduation requirements are welcome to return to a Community School to receive CAHSEE preparation tutoring and the opportunity to take the test again for a period of two years after their original completion date.

Conclusions

**Prompt**: Comment on the degree to which this criterion is being addressed.

Because the goal of the program is to return students to their schools of residence, few students complete their high school requirements in the Court and Community Schools. However, those that do, are prepared for graduation and whatever postsecondary options they choose to pursue. The Alternative Education staff assists students in the exploration of these options and assisting them in the necessary preparation to achieve their post high school goals.

**Prompt**: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

**Critical Learner Need #1**: To increase the program-wide focus on math instruction and student performance on all summative and formative assessments.

**Critical Learner Need #2**: To increase the program-wide focus on improved literacy and writing skills across the curriculum.

**Critical Learner Need #3**: To increase the program-wide focus on the systematic application of technology in learning.

The support given to students in their achievement of the critical learner needs provides them with the skills necessary to be successful when they graduate from high school. Significant attention is still given to CAHSEE even though the funding for CAHSEE teachers and tutors was eliminated. Preparation for CAHSEE passage now occurs within the regular classroom program. Alternative Education is exploring ways to provide more consistent preparation program-wide.
**WASC Category B. Standards-based Student Learning: Curriculum:**

**Strengths and Growth Needs**

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

### Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

| 1. | Alternative Education collaborates effectively with all stakeholders to provide rigorous, relevant, and coherent standards-based curriculum. |
| 2. | Court and Community Schools address the individual needs of students in the areas of academics, transition, and continued learning opportunities. |
| 3. | The program has systems in place to ensure that all students have the opportunity to recover credits and progress toward graduation. |
| 4. | A concerted effort to integrate the work of the various subject areas, especially through Write to Learn, the Common Concept on its curriculum maps, and the alignment of curriculum to California Common Core State Standards has provided more consistency for the program and its students. |

### Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

| 1. | Research a curriculum to replace the *California Math Triumphs* for math intervention. |
| 2. | Implement Odysseyware and encourage more technology use by instructional staff and students, and support these initiatives with the necessary professional development and technical support. |
| 3. | Due to the transient nature of the student population, Alternative Education loses a large number of textbooks each year which is extremely costly. The program needs to explore a consistent and efficient system or procedure for minimizing these losses. |
| 4. | Build the culture of the Alternative Education PLC to allow instructional staff more opportunity to collaborate on curriculum and instructional strategies, including allowing the teams to have more input on curriculum revisions via the curriculum committee members who participate. |
| 5. | Court and Community Schools would benefit from an increase in courses aligned to the “a-g” requirements and needs to investigate being able to offer more science lab and foreign language courses. |
Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion

To achieve the academic standards and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

Results of Student Observations and Examining Work

Prompt: Comment on the degree to which all students are involved in challenging learning to achieve the academic standards and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</thead>
<tbody>
<tr>
<td>Court and Community Schools focus on student achievement of academic standards and Schoolwide Learner Outcomes and provide challenging learning experiences. Alternative Education provides an environment that supports a range of student ability levels.</td>
<td><strong>Course of Study</strong></td>
</tr>
<tr>
<td>All students have access to quality, state adopted or standards-aligned textbooks. Supplementary materials and scaffolding strategies are provided for special needs students and English learners. Alternative Education teachers use a variety of strategies and resources to engage all students in the learning process. Teachers emphasize higher-order thinking skills and challenge students to succeed at the highest possible levels. Because many students are reluctant learners and have fallen behind academically, teachers strive to implement instructional activities that relate to prior background knowledge, encompass real-world applications, and meet the Schoolwide Learner Outcomes.</td>
<td>Teacher, parent, and student surveys</td>
</tr>
<tr>
<td>Teacher surveys credit several initiatives in particular with helping students to achieve the academic standards and Schoolwide Learner Outcomes: the implementation of the <em>Inside</em> and <em>Edge</em> curricula, the revision of the curriculum design sequence documents, being able to assign coursework according to the student’s ability level, the restructuring of the independent study schedule, and the use of research-based instructional strategies to scaffold learning.</td>
<td>Lesson plans</td>
</tr>
<tr>
<td>Parents and students overwhelmingly agree that Court and Community Schools provide a quality education that</td>
<td>Classroom observations</td>
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<td></td>
<td>Student work samples</td>
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<td></td>
<td>Professional development agendas</td>
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<td>and training materials</td>
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<td></td>
<td>PLC meeting agendas and feedback sheets</td>
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<td></td>
<td>Independent study schedule</td>
</tr>
</tbody>
</table>

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improves learning.

Performance data and analysis of student work has led to many improvements in the Court and Community Schools program in recent years. Clear indications of the need for more ELA and math intervention led to the restructuring of the independent study schedule to allow for a longer instructional day, implementation of new curriculum in both of these subject areas, and a focus on systematic academic vocabulary instruction and other strategies like Thinking Maps have allowed instructional staff to better address students’ critical learner needs and achievement of the Schoolwide Learner Outcomes.

**Student Understanding of Performance Levels**

**Prompt:** Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| Expected standards and performance levels are discussed with parents and students during initial enrollment orientations. Teachers reinforce standards and performance levels with students to help ensure comprehension. Most teachers post content objectives and standards for their lessons and draw student attention to them at the beginning of each day/course of study. Recent training and support from leadership has also led many teachers to incorporate and post language objectives. The *Course of Study* includes expected standards and performance levels for all classes. | Student/Parent Handbook  
Enrollment Agreements  
Classroom Academic Performance Policy  
Attendance roster  
Attendance policy  
Step letters and postcards  
*Course of Study*  
Progress Reports  
Assignment Sheet  
Writing Rubrics  
Master Agreements  
Classroom Credit Report |

The Classroom Academic Performance Policy is designed to encourage students to be accountable for their learning and success in the classroom program. This policy outlines for students that they must attend school consistently and perform at a satisfactory level to earn credits. Students who perform at a substandard level receive verbal notice before receiving a performance step which is then sent to both the principal and to the student’s parent/guardian. At this time, it is reiterated to students that the ultimate consequence of persistent poor performance is a reduction in the number of credits earned.

Independent Study students receive a copy of a syllabus or assignment sheet, which outlines the coursework,
required performance level, assessments, and extension activities needed to receive credit.

**Differentiation of Instruction**

**Prompt:** How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>While following the <em>Course of Study</em> and Schoolwide Learner Outcomes, instruction is differentiated to meet all students’ learning styles and educational needs.</td>
<td><em>Course of Study</em></td>
</tr>
<tr>
<td>Several administrators and Court School staff attended a five-day training offered by the Fresno County Office of Education during the 2011-12 school year. The objective of the training was to increase student achievement for English learners in California’s county court and juvenile justice schools and included numerous strategies for improving instruction for these students. Upon completion, the participants then provided professional development for Court School instructional staff to share the content of the FCOE training with them. These strategies have also been shared with Community School staff through site-based trainings, FIST, and PLC meetings.</td>
<td>Classroom observations</td>
</tr>
<tr>
<td>Instructional staff differentiates instruction for striving readers, English learners, etc. by integrating research-based best practices such as Thinking Maps, online resources, note-taking templates, texts with a variety of reading levels, sentence frames, and other curriculum-embedded strategies.</td>
<td>Individual Learning Plans</td>
</tr>
<tr>
<td>Upon enrollment, every student is assessed in reading and math using the STAR Renaissance and these scores are used to help place students in the appropriate coursework. The <em>Inside/Edge</em> placement test can also be used to provide instruction to target the specific areas of need.</td>
<td>IEPs/504 Plans</td>
</tr>
<tr>
<td>Students who are identified by instructional staff as needing additional support outside of the regular program are referred to the Reading Specialist, EL Resource Teacher, or Court School reading intervention teacher. These specialists then conduct a variety of assessments to identify specific skills needing remediation and have at their disposal a number of curricular and instructional resources that they use to address each student’s</td>
<td>STAR Renaissance reading and math assessments</td>
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<td>Student work samples</td>
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<tr>
<td></td>
<td>Online resources (e.g. Khan Academy, classzone.com, etc.)</td>
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<tr>
<td></td>
<td>Pacing calendars, curriculum maps, lessons plans</td>
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<td></td>
<td><em>Edge &amp; Inside</em> Placement Test</td>
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<td></td>
<td>Teachers editions</td>
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<td>Lesson plans</td>
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<td>Extension activities</td>
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<td>Thinking Map training materials</td>
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<td>FIST agendas and training materials</td>
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<td></td>
<td>PLC feedback sheets</td>
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<td></td>
<td>Differentiated instruction professional development materials</td>
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</tbody>
</table>
individual learning needs.

Learning Centers were established in the fall of 2013 to better meet the needs of students who receive special education services. This has been a fundamental shift in the delivery of instruction for the student population. Once fully implemented, leadership anticipates that this change will have a significant impact on student learning.

**Student Perceptions**

**Prompt:** Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</thead>
<tbody>
<tr>
<td>Parents and students attend enrollment orientations that outline the expected performance levels for courses based on the standards and Schoolwide Learner Outcomes.</td>
<td>Student/parent orientation</td>
</tr>
<tr>
<td>In recent surveys, 79% of students agree that they are satisfied with the amount of support and help that is provided by teachers; 74% of students said that Court and Community School’s staff is professional, helpful, and cares about their success; 84% of students know where to get information about their progress in school and credit needs; and 73% indicated that they were satisfied with the support provided by the program for CAHSEE preparation.</td>
<td>PowerPoint</td>
</tr>
<tr>
<td></td>
<td>Student surveys</td>
</tr>
</tbody>
</table>

**Conclusions**

**Prompt:** Comment on the degree to which this criterion is being addressed.

To achieve the academic standards and the Schoolwide Learner Outcomes, all students are involved in challenging learning experiences. Students understand the standards and expected performance levels and the consequences for not meeting them. Teachers use a variety of instructional strategies to differentiate instruction to allow students to access the curriculum and succeed academically. Students with learning disabilities now receive services at special education Learning Centers that are better able to meet their individual needs. Overall, students agree that they know what is expected of them while enrolled at a Court or Community School and have positive interactions with staff.
Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

Critical Learner Need #1: To increase the program-wide focus on math instruction and student performance on all summative and formative assessments.

Alternative Education adopted and purchased new math textbooks and teachers received professional development to help ensure consistent delivery of instruction. To increase consistency in instruction, curriculum design sequence documents for the core and intervention math materials will be revised implemented program-wide. While teachers have expressed dissatisfaction with the intervention curriculum and indicate that it may not be the best fit for the student population, leadership anticipates that the Common Core trainings along with new adoptions scheduled for 2014 will address these concerns. The restructuring of the independent study schedule was undertaken to increase more direct instruction in math and students and teachers have reported that this has been a positive change for the program.

Critical Learner Need #2: To increase the program-wide focus on improved literacy and writing skills across the curriculum.

Alternative Education has adopted and purchased new ELA core and intervention curricula and teachers have received professional development to help ensure consistent delivery of instruction. The restructuring of the independent study schedule has significantly impacted student achievement, particularly with regard to striving readers.

Critical Learner Need #3: To increase the program-wide focus on the systematic application of technology in learning.

Teachers and students have access to online, curriculum-embedded resources. Other internet tools such as online videos, interactive websites, and extended learning opportunities are also provided for additional student support and Odysseyware is expected to be available program-wide in the fall of 2014.
C2. Instruction Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Current Knowledge

Prompt: Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.

<table>
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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</thead>
<tbody>
<tr>
<td>Teachers strive to include multimedia and technology in lessons. Instructional staff has access to curriculum-embedded resources available from a number of publishers, interactive whiteboards, Senteos, AirLiners, and other technology that improve student engagement. Since many students have been unsuccessful academically prior to enrollment, a greater emphasis is being placed on reaching the population with unique ways of learning beyond the textbook. This has had a positive impact on student learning. Student surveys report that only 50% of teachers are using technology on a daily basis; however, the WASC Leadership Team feels that these results seem low based on classroom observations. One explanation may be differing definitions of what is considered “technology” and that students may be referring to more advanced equipment such as tablets, Senteos, etc. That said, leadership still recognizes that the use of technology across the program is not as widespread as it needs to be in order for students to be able to achieve the CCSS or be successful in a 21st century society.</td>
<td>Classroom and computer lab observations</td>
</tr>
<tr>
<td></td>
<td>Student surveys</td>
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</tbody>
</table>

Teachers as Coaches

Prompt: Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</thead>
<tbody>
<tr>
<td>The implementation of California Common Core State Standards with their greater emphasis on cooperative learning and the subsequent support for the development of interpersonal skills will require that instruction become more student-directed than teacher-directed.</td>
<td>Classroom observations</td>
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<td></td>
<td>Lesson plans</td>
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<td></td>
<td>Student work samples</td>
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<td>Thinking Maps samples</td>
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</table>
This is an area of growth for the program. While many teachers plan lessons that place themselves in the role of facilitator, model critical thinking through the use of Thinking Maps, and ask higher-level questions that require responses that exhibit a greater depth of knowledge, leadership is working to see that these strategies are used more systematically and purposefully.

### Examination of Student Work

**Prompt:** Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

**Prompt:** Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates and inquiries related to investigation.

**Prompt:** Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

**Prompt:** Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

<table>
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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>Teachers develop lesson plans that provide a scaffold for students as they build upon their skills. Students demonstrate their knowledge through a variety of methods from traditional paper-and-pencil assessments to projects that require the application of multimedia and technology. Students have access to the tools needed to gather and synthesize information so that they can communicate effectively to their audience. Instructional approaches that go beyond the textbook have been very effective because they require engagement from students, help students to develop an array of skills, and use those skills to develop a deeper understanding of the concepts taught. Student work samples demonstrate that students are able to think and work individually and in groups to problem solve, analyze information, and produce artifacts that demonstrate their mastery of content knowledge.</td>
<td>Classroom displays</td>
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<td>Field trip and other enrichment opportunities</td>
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<td></td>
<td>Student work samples</td>
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<td></td>
<td>Lesson plans</td>
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<tr>
<td></td>
<td>Classroom and computer lab observations</td>
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<td></td>
<td>Lesson plans</td>
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<td></td>
<td>Student projects and presentations</td>
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<td>Research papers</td>
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<td>Student portfolios</td>
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<td>PowerPoint presentations</td>
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<td>Formative assessments</td>
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</tbody>
</table>
Students gather information from textbooks, library books, and online resources. Students also work collaboratively on projects while teachers monitor and provide feedback, functioning as coaches and facilitators of learning as well as content area experts. Building the link between instruction and Schoolwide Learner Outcomes, staff creates measurable learning activities from the academic standards that enhance student achievement.

Students use technology to assist them in completing course projects and assignments, such as essays, PowerPoint presentations, and timelines.

Some students use technology to access materials and information beyond the textbook in order to link student learning and student projects to real-world experiences and information. Most of the program’s textbook publishers have included online resources that expand and enrich the content of their texts, and they include CDs and DVDs that deliver audio and text versions of content.

One of the resources that help students prepare for postsecondary options is available at the Career Plus Center which has an effective program that utilizes online resources. Students access a variety of resources to help identify areas of interest and possible career choices, create portfolios through California Career Zone, use Career Search to research jobs, and upload resumes on Indeed and Monster at bakersfield.com for consideration by local employers.

Staff and student use of technology is an area of growth for Court and Community Schools. According to surveys, only 16% of students use technology in school daily or weekly and leadership recognizes that more needs to be done to prepare students for the technology demands of the Common Core and 21st century economy.

### Real World Experiences

**Prompt:** How effective for students are their opportunities for shadowing, apprenticeship, community projects, and other real world experiences and applications available to all students? Evaluate the degree to which these are readily available to all students.

<table>
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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>Alternative Education has been able to develop and provide innovative opportunities that allow at-risk students to enter collaborative mentor and apprentice programs with businesses in the community through its JobsPlus!</td>
<td>Student participation rosters</td>
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<td></td>
<td>Student completion certificates</td>
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</tbody>
</table>
and Kern YouthBuild programs. Through the JobsPlus! program, Court and Community school students, recent graduates, or those needing to re-enroll in school have the opportunity to work to develop skills and plans for transition from high school graduation to post-secondary education or straight to the world of work with recognized certifications. Eligible students can earn a wage as they work at the jobs available through these programs while they are enrolled in the Alternative Education program. Kern YouthBuild is a job training and pre-apprentice program in which students get close supervision and training in construction skills from qualified instructors.

The Foster Youth Program provides an Independent Living Program for students in foster care who are 16 years or older to develop job skills and healthy living traits as their transition into adulthood is nearing.

Erwin Owen High School offers automotive repair training.

Through collaboration with the School-Community Partnerships department, the transition counselors facilitate connections between select students and a variety of community projects that link them to the real-world.

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Alternative Education provides students with a solid, standards-based instructional program that involves challenging learning experiences that provide real-world connections to help prepare for postsecondary opportunities. Student expectations are clearly communicated upon enrollment and reiterated regularly. Teachers work to differentiate instruction so as to individualize learning and incorporate technology when possible. Examination of student work indicates that students have access to tools that allow them to gather and demonstrate understanding of the concepts and skills taught.

Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

Critical Learner Need #1: To increase the program-wide focus on math instruction and student performance on all summative and formative assessments.

Critical Learner Need #2: To increase the program-wide focus on improved literacy and writing skills across the curriculum.
Instruction is focused on improving student achievement in math and ELA. Recent revisions to the intervention curriculum provide more consistent and efficient instruction program-wide. The series of California Common Core State Standards trainings that are being provided are helping teachers improve their instruction as well.

**Critical Learner Need #3:** To increase the program-wide focus on the systematic application of technology in learning.

Teachers use technology to engage students and provide them with access to a variety of resources to support student learning. A technology plan is in place for evaluating, purchasing, and providing the components that will be necessary to fully implement the CCSS and to prepare students for Smarter Balanced and the 21st century.
**WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs**

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

<table>
<thead>
<tr>
<th>Category C. Standards-based Student Learning: Instruction: Areas of Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Alternative Education has provided professional development covering Common Core, a number of instructional strategies, adopted curricula, etc.</td>
</tr>
<tr>
<td>2. The revised curriculum design sequence documents for <em>Edge</em> provide for more effective and consistent delivery of the content across the program.</td>
</tr>
<tr>
<td>3. Collaboration with school programs and outside agencies (e.g., JobsPlus!, YouthBuild, School-Community Partnerships, Foster Youth Program, etc.) supports student learning beyond the classroom.</td>
</tr>
<tr>
<td>4. Restructuring the independent study schedule to provide more direct instruction in ELA and math has resulted in a higher level of student performance.</td>
</tr>
<tr>
<td>5. The addition of Learning Centers at various Court and Community School sites provide instruction for students who receive special education services and allow teachers to better addresses the learning needs for the student population.</td>
</tr>
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<table>
<thead>
<tr>
<th>Category C. Standards-based Student Learning: Instruction: Areas of Growth</th>
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</thead>
<tbody>
<tr>
<td>1. Develop a system for greater accountability in regards to the systematic implementation of strategies, programs, curricula, etc. that have been adopted by the program. Methods being considered include the submission of lesson plans to site administration and a standardized evaluation form for walkthroughs.</td>
</tr>
<tr>
<td>2. Increase activities that include higher depths of knowledge, contain collaborative components, and require evidence-based results to meet the Common Core State Standards’ academic achievement requirements.</td>
</tr>
<tr>
<td>3. Increase availability and use of technology that can be successfully integrated and used by all teachers and is compatible with textbook publisher resources, online instruction, and the Smarter Balanced Assessment Consortium.</td>
</tr>
<tr>
<td>4. The Learning Centers are a vast improvement in the delivery of instruction for students who receive special education services; however, being that they are a very recent addition to Alternative Education, there is still much support needed for them to function efficiently.</td>
</tr>
</tbody>
</table>
Category D: Standards-based Student Learning: Assessment and Accountability

D1 & D2. Assessment and Accountability Criteria

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community.

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.

Professionally Acceptable Assessment Process

Prompt: Evaluate the effectiveness of the assessment processes to collect, disaggregate, analyze, and report student performance data to the parents and other stakeholders.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>Alternative Education utilizes a variety of assessment methods which provide staff and other stakeholders with a solid foundation of data. It is apparent that Court and Community School stakeholders feel that assessment analysis is integral to the success and achievement of students. As a result, there is a consistent effort to include assessment data in all decision-making.</td>
<td>Board Minutes</td>
</tr>
<tr>
<td>State summative assessment data is available through DataQuest at the California State Department of Education website, <a href="http://www.cde.ca.gov">www.cde.ca.gov</a>, and the Alternative Education website, <a href="http://www.kern.org/kcclc/">www.kern.org/kcclc/</a>. It is used by educators to identify trends, educational needs, and measure performance. The analysis and implications of this data is helpful in the identification of critical needs in the Alternative Education program.</td>
<td>SPSAs</td>
</tr>
<tr>
<td>Teachers use an array of formative assessments to engage students and to enhance learning. Teachers in PLC teams reviewed CAHSEE and curriculum-embedded assessment results in the spring.</td>
<td>SARCs</td>
</tr>
<tr>
<td>The School Site Councils analyze the academic performance of all student groups and consider the effectiveness of key elements of the instructional program for students failing to meet growth targets. CST and CAHSEE student performance data which has been disaggregated by subgroups is included in the Single</td>
<td>LEA Plan</td>
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<tr>
<td></td>
<td><a href="http://www.cde.ca.gov">www.cde.ca.gov</a></td>
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<td><a href="http://www.kern.org/kcclc/">www.kern.org/kcclc/</a></td>
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<td></td>
<td>Progress Reports</td>
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<td></td>
<td>PLC team feedback sheets</td>
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<tr>
<td></td>
<td>SSC and ELAC agendas and minutes</td>
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</table>
Plans and used to develop goals. The governing board reviews the SPSAs annually. This data is also provided to instructional staff. Similarly, the ELACs examine CELDT data each year and determine the corresponding EL goal on the SPSAs and consider each related action item.

Assessments are given regularly in all core areas and teachers are engaged in the analysis and sharing of assessment data to refine standards-based course content, design re-teaching lessons, and develop future assessments. The results of the Edge and Inside tests are submitted to the Reading Specialist for analysis. This has been challenging due to absence of an efficient process for submission. Leadership is working to remediate the problems and expedite the process for the reading intervention assessments so that it can be extended to all curricula.

Progress reports are used by teachers to update students, parents, and other stakeholders on students’ academic and behavioral progress. These reports generally contain a rating system for the students’ present academic performance, behavior, and attendance. Academic progress indicators such as CAHSEE passage, current coursework, step level, progress toward graduation, and credits earned/expected/deficient are also included.

**Basis for Determination of Performance Levels**

**Prompt:** Evaluate the impact and effectiveness of the basis for which students’ grades, their growth, and performance levels are determined and used to strengthen high achievement of all students.

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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tr>
<td>Student growth and performance levels are determined locally and by state and federal mandates. Alternative Education has aligned all of its goals throughout the various plans (i.e., SPSAs, LEA Plan, Strategic Plan) to provide clear focus on how to help students meet the academic standards. Student progress is monitored regularly using various forms of assessment. The LEA Plan contains five goals and Alternative Education has made the following progress toward achievement of these goals:</td>
<td>LEA Plan</td>
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<td>SARCs</td>
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<td>Program and Professional Development matrix</td>
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<tr>
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<td>CAHSEE data</td>
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<td>CST data</td>
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<td>CELDT data</td>
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<td></td>
<td>Classroom observations</td>
</tr>
</tbody>
</table>
1. Improve student achievement in reading and math
2. Improve student achievement in reading and math for EL students

Progress:

- Restructuring of IS model to increase instructional time in ELA and math
- PLCs
- Curriculum revisions for ELA and math intervention curricula
- Targeted CAHSEE intervention for 11\textsuperscript{th} and 12\textsuperscript{th} graders
- The percentage of students who increased their proficiency level on the CELDT from one administration to the next increased for Community and Court School from 2009-10 to 2010-11 and again from 2011-12 to 2012-13.
- All students are administered the STAR Renaissance reading and math assessments upon enrollment to determine placement. In Court School, students are reassessed every 90 days to measure growth and the data is shared with instructional staff. The program is looking to implement this schedule for Community School as well. Once critical areas of academic need are identified, the program take steps to ensure the proper coursework/curriculum is assigned.

- *Edge* and *Inside* are being used with all grade 6-12 students who are reading two or more years below grade level. The results of the curriculum-embedded assessments are forwarded to the Reading Specialist and administration for the purpose of evaluating student progress.

- Research-based instructional strategies
  - The Fab Vocab! and *Write to Learn* vocabulary programs were adopted and implemented program-wide. Staff has also received training in the use of Explicit Direct Instruction (EDI) and SDAIE strategies.

Safety plans and binders
Pro-ACT\textsuperscript{®} training materials
Highly Qualified Teacher spreadsheet
SPSAs
SSCs agendas and minutes
www.kern.org/kcclc/
http://www.cde.ca.gov/ta/ac/ap/
STAR Renaissance report (Court School)
Lesson plans
Student work samples
Teacher Handbook
Writing Rubrics
IEPs
Transcript evaulations
Graduation Check Request form

Course of Study
3. Help to ensure that all teachers are highly qualified

   Progress:

   - California has developed an alternative verification process for high school teachers in a multiple subject setting that has increased the number of highly qualified teachers within the program. 100% of permanent teachers in Court and Community School meet Highly Qualified status for their assignments.

4. Provide resources so that schools are safe and drug free

   Progress:

   - School sites in the program have current school safety plans, safety binders, crisis plans, safety teams, and conduct routine safety drills. Campus supervisors and probation officers use metal detectors, random searches, and conduct safety trainings to ensure school safety. All teachers have received Pro-ACT® training (Professional Assault Crisis Training).

5. Increase graduation rates

   Progress:

   - Although the goal of Alternative Education is to return students to their home districts, the program still maintains graduation as a high priority and graduates approximately 200 students each year.

The purpose of the Single Plan for Student Achievement (SPSA) is to improve the academic performance of all students. The SPSAs are written in conjunction with the WASC action plan. The School Site Councils (SSCs) approve and monitor the SPSAs and analyze the performance of all student groups.

The federal NCLB act requires schools and districts to make Adequate Yearly Progress (AYP). The four indicators are:

   1. Participation rates: Court School has met the participation rate criteria over the last three years, but Community School has fluctuated from
approximately 91% to 89%. The program makes every effort to encourage student attendance during CST testing each year.

2. API rates: Community School API scores have been inconsistent over the last three years. Court School API scores have shown a sharp decrease since 2011, but a small number of valid scores in Court School each year make the data unreliable.

3. Graduation rates: Although the goal of Alternative Education is to return students to their home districts, the program still maintains graduation as a high priority and graduates approximately 200 students each year. It should also be noted that the Alternative Education program is assigned the countywide graduation rate.

4. % Proficient: As is typical of students in an alternative education setting, the percent of students who score proficient or advanced each year is below the standard set by NCLB. Many of the students referred to the program are performing well below grade level.

In addition to the initial assessment that students undergo upon enrollment, their academic progress is continually assessed in the Alternative Education programs. Teachers observe and question students during guided and independent practice opportunities. Questioning may take the form of one-on-one, small groups, or whole class. They also use a variety of teacher-made and publisher-created assessments to check that students understand the concepts and curriculum being taught. Many of the classroom teachers design their own quizzes and tests to meet the needs of the very diverse student population, but some of the published assessments used are the Diagnostic Placement Test, STAR Renaissance, San Diego Quick, Thinking Maps, and curriculum-imbedded assessments. In an attempt to assess students with learning disabilities, various methods outside of a traditional test have been used such as diagrams, group projects, and computer-based programs. In an attempt to informally assess student progress, classroom teacher use a variety of check for understanding strategies such as Think-Pair-Share, Thumbs Up/Thumbs Down, etc.

A set of rubrics were developed to assist teachers in the
grading of assignments. The rubrics are primarily used in the grading of writing and extension activities. These rubrics allow for more objectivity and uniformity in grading and are in the process of being updated and aligned to CCSS.

For students receiving special education services goals are developed and outlined in their IEPs. Students work to meet those goals with the support of the Special Education team.

Graduation requirements are established by the local governing board. Upon enrollment, student transcripts are evaluated to determine credit standing and needs and are reevaluated regularly to monitor progress toward graduation.

As established in the Course of Study, students in the Alternative Education program must earn 70% or above to earn credit.

**Appropriate Assessment Strategies**

**Prompt:** Evaluate the appropriateness of assessment strategies used by teachers to measure student progress toward acquiring a specific body of knowledge or skills. Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.

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<thead>
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<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>Program teachers use a variety of assessments and strategies including EDI, intervention program assessments, Thinking Maps, rubrics, and computer-based assessments. In addition, the CAHSEE, CELDT, and the STAR assessments are utilized to determine student progress and success. Secure systems for CELDT and STAR assessments are implemented. Graduation checks are regularly updated to keep students on track. All teachers were trained on the use of Explicit Direct Instruction (EDI) strategies in the fall of 2011. EDI lesson design and delivery strategies include Check for Understanding (CFU; e.g., Thumbs Up/Thumbs Down, Think-Pair-Share, Exit Slip, etc.), Model/Explain/Demonstrate, Content Area Literacy, Differentiation, and Active Participation.</td>
<td>Classroom observations Student work samples Lesson plans Course of Study STAR Directions for Administration manual STAR District and Test Site Coordinator Manual California High School Exit Examination Local Educational Agency and Test Site Coordinator’s Manual CAHSEE Directions for</td>
</tr>
</tbody>
</table>
Thinking Maps have now been in use program-wide for several years. Teachers use these for instruction and assessment.

Some science teachers have the equipment and tools necessary to perform labs and experiments that allow students to demonstrate understanding of the content. Teachers use a variety of strategies and resources, including technology, and experiences beyond the classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels. To the extent possible, given their setting, teachers use a variety of resources as extension activities, such as:

- Classroom debates
- Collaborative learning
- Science lab participation
- Research-based learning
- Thinking Maps
- California Streaming

Extension activities have been created for each course. These activities provide opportunities for students to organize, access, and apply knowledge to enhance comprehension and help solidify the learning process. Extension activities can be completed at home or with the assistance of staff in the school computer lab. These activities include research-based essays, science experiments, math projects, and creative writing assignments. Students are introduced to various computer applications through the extension activities, as most require students to complete internet research and/or use applications such as Microsoft Word, Excel, and/or PowerPoint.

The LEA STAR Coordinator provides trainings to all test site coordinators in the summer and early fall. These trainings cover the California Code of Regulations and California State Laws that govern the administration and security of the STAR. The LEA Coordinator and all test site coordinators are required to read and sign a STAR Test Security Agreement prior to being given access to any STAR materials. All test examiners, proctors, translators, scribes, or any other persons having access to STAR tests must read and sign the STAR Test Security
Affidavit. All test examiners must be an employee or contractor of the school district. For the alternative performance assessment, the text examiner must be a certificated or licensed school, district, or county staff member. Test proctors must be an employee of the school district, or a person assigned by a nonpublic school to implement a pupil’s IEP. Test site examiners and proctors who are selected to administer the STAR are fully apprised of the procedures and guidelines in the Directions for Administration manual through trainings that are conducted by the test site coordinators prior to each administration. Testing must be conducted during a testing window of 25 instructional days that includes 12 instructional days before or after completion of 85% of the school’s instructional days. At least two makeup days of testing are provided for pupils who were absent during the period in which the test was administered. Testing for all pupils, including makeup testing, must be completed within this 25 instructional day window. The test examiner in each testing room verifies students’ identities, reads the directions, and monitors the students through the entire examination. There are also test proctors in each testing room to ensure security of the test administration.

The LEA STAR Coordinator receives all STAR testing materials and inventories all materials to ensure the order is correct. Any discrepancies are reported to the STAR contractor immediately. Without exception, all materials are maintained in a secure, locked storage room at all times. Materials are then separated by site need and documented on a Material Checkout Inventory sheet. Test site coordinators then inventory their materials and initial the Material Checkout Inventory sheet indicating that they have received all materials requested. STAR materials are distributed to each test examiner the morning of each test administration and documented on a Test Examiner Inventory Control Sheet that is initialed by the test examiner verifying materials received. Once student identities have been verified, each test examiner will distribute materials to the students utilizing the Student Test Booklet Inventory Control sheet. Each student is instructed by the test examiner that no electronic devices are allowed during the test. Signs are posted in each testing room where students and staff can view them indicating that there is a no electronic device policy during testing. All students are continually
monitored during the test administration and test site coordinators are checking classes during the administration to ensure that security procedures are being followed. Without exception, all materials are maintained in a secure, locked storage at all times when they are not in use. When materials are returned, the same procedures are employed that were utilized for the checkout/distribution. In this way, the LEA and test site coordinators are able to keep track of all of the materials and ensure that everything received is accounted for.

The LEA CAHSEE Coordinator offers trainings to all test site coordinators in the summer and early fall. These trainings go over the California Code of Regulations and California State Laws that govern the administration and security of the CAHSEE. All test site coordinators are required to read and sign a Test Security Agreement prior to being given access to any CAHSEE materials. All test examiners, proctors, scribes, or anyone else who will have access to CAHSEE test materials must read and sign the Test Security Affidavit. All test examiners and test proctors must be an employee of the LEA. Test site examiners and proctors who are selected to administer the CAHSEE are fully apprised of the procedures and guidelines in the Directions for Administration manual through trainings that are conducted by the test site coordinators prior to each administration. Testing must be conducted on the specific dates as determined by the State Superintendent of Public Instruction and test sessions must start between the hours of 8:00 and 10:00 a.m. One test examiner is in each testing room to verify students’ identities, read the directions, and monitor the students through the entire examination. There is also one proctor in each testing room for every 25 students.

California English Language Development Test (CELDT) training is offered in the summer and early fall and all test examiners must demonstrate scoring proficiency before being allowed to administer the test at their school sites. At this training, testers must sign a security affidavit that outlines the security procedures that they are required to follow. In addition, any other staff who handles the tests for the purpose of filling in the demographic information, delivery to the EL Resource Teacher for processing, etc. are also identified and required to sign a security affidavit. Due to the nature of Alternative Education’s student population, CELDT examiners rarely administer the test to more than a few students at the time; however, testers
are reminded that any group of 20 or more students requires the assistance of a proctor (who has also signed a security affidavit).

All materials that are received by the CELDT contractor are documented on a spreadsheet that is maintained by the EL Resource Teacher. This document shows which test materials were sent/delivered to each school site and when. When materials are returned at the end of the school year, these are all also documented on this same spreadsheet as are the Answer Books that each school sent in for processing. In this way, the EL Resource Teacher is able to keep track of all of the materials and ensure that everything received is accounted for as either having been used (i.e., Answer Books that were sent in for scoring) or returned for secure destruction.

**Demonstration of Student Achievement**

**Prompt:** Evaluate how student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.

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<th>Findings</th>
<th>Supporting Evidence</th>
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<tr>
<td>Alternative Education uses a variety of methods to evaluate student work and to demonstrate student mastery of the standards and achievement of schoolwide learner outcomes. Parents are regularly informed of their students’ progress and teachers alert the student, parent, transition counselor, and principal when areas of concern are identified so that timely and appropriate intervention can be made. The Classroom Academic Performance Policy is discussed at orientations, re-enrollments, and in all home contacts so that students and parents fully understand that they will not be receiving academic credit for “seat time”. However, special circumstances (e.g., English learners, special education students, students who are reading several years below grade level) will affect student performance and will be considered in the overall assessment of progress. These special circumstances affect fewer than 5% of students. This performance policy has been implemented program-wide for several years and has resulted in students being more motivated to complete assignments to earn their</td>
<td><a href="http://www.kern.org/kcllc/">www.kern.org/kcllc/</a>  Teacher Handbook  Graduation Check Request  Diagnostic assessment data  Classroom observations  Lesson plans  Student work samples</td>
</tr>
</tbody>
</table>
Graduation requirement reviews are completed by transition counselors for all seniors who are within 40 credits of graduation. The grad check includes a listing of all course requirements that have been met or that still need to be completed. Also included in the grad check is the student’s status regarding CAHSEE passage and the algebra requirement. The grad check is reviewed by the student’s site administrator, counselor, and teacher, thus protecting the student from any errors in their educational progress toward graduation.

Diagnostic assessments administered by Alternative Education include:

- STAR Renaissance (English and Math)
- San Diego Quick Assessment of Reading Ability
- AGS Math assessment
- Kaufman Test of Educational Achievement (KTEA)
- Insidel/Edge Diagnostic Placement Test
- Initial writing sample

The results of these assessments are used by teachers and administration to evaluate student reading and math levels and placement in appropriate coursework. Data from these assessments are also used to monitor the effectiveness of curriculum and instruction provided by Alternative Education.

Examples of formative assessments used in Alternative Education include:

- Writing samples (rubric-based)
- Quizzes
- Tests
- Extension activities
- Proof of mastery
- Presentations
- Informal
- Formal
• Verbal interaction
• Reading levels
• SDAIE Strategies
• Behavior plan modifications
• Teacher-generated exams

Teachers use formative assessments to gauge student learning and to modify instruction as needed.

**Curriculum-Embedded Assessments**

**Prompt:** How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?

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<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| Teachers in Alternative Education use curriculum-embedded assessments throughout the content areas. This year teachers have begun analyzing student performance data from these assessments in their PLC teams. During PLC meetings, teachers examine patterns and trends in the data to identify student needs and to provide a focus for improving student learning. Teachers also discuss and share best practices. | Cluster/Selection Test results
Curriculum-embedded assessment results |

*Edge* and *Inside* are the ELA intervention and EL curriculum used by Alternative Education. *Edge* Cluster Tests and *Inside* Selection Tests are being used to measure student progress in English language arts. The Cluster/Selection Test results are forwarded to the Reading Specialist and administration for the purpose of evaluating student progress.

Curriculum-embedded assessments in the core ELA curriculum and all other content areas are used to evaluate the appropriateness of student placement and to make adjustments to course assignments when necessary. These results are also examined by the PLC teams.
### Student Feedback

**Prompt:** How effective is student feedback in monitoring student progress over time based on the academic standards and the schoolwide learner outcomes?

<table>
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<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| Teachers analyze student work and identify strengths and/or areas of need for students and provide the assistance needed for improving understanding, comprehension, and performance. Some teachers survey their students, either formally or informally, as part of their process to reflect on their teaching and improve the learning experience of their students. Students are asked to evaluate their experience in the class, what assignments/activities they liked (or didn’t), what strategies were effective (or not), etc. Students program-wide have also been given surveys asking for their input. Students have been asked if Court and Community Schools provide a quality education, safe classrooms, supportive teachers, and assistance with CAHSEE preparation. They’ve been asked if they know where to get information on such things as credit needs and general school progress. Teachers are encouraged to provide feedback that gives students an indication of their strengths and/or areas of need on assignments. Students use the feedback from their teachers to reinforce their strengths or to make improvements. Students are able to attend additional hours of school if they need extra support and assistance. | Student surveys
Feedback on student work |

### Modification of the Teaching/Learning Process

**Prompt:** Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

<table>
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<th>Findings</th>
<th>Supporting Evidence</th>
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| For students who have been classified as English learners, their California English Language Development Test (CELDT) scores serve as a guide for student placement in Edge or Inside curriculum. An Initial Enrollment Identification Form (IEIF) that indicates English proficiency (based on CELDT scores) and program participation is sent home upon a student’s initial enrollment in Alternative Education. | www.kern.org/kcclo/
SARCs
FPM
SPSAs
IEIF |
Aeries is the student data management system that is used program-wide. It is used to keep track of student enrollment, demographics, attendance, and transcripts. The information gathered by Aeries is used for state reports such as ADA Reporting, Spring Submission 1, and the Annual Survey for Neglected and Delinquent Children. It is also used to download information into the CALPADS database. Demographic information is gathered for the Fall 1 report and includes age, ethnicity, dropout rate, graduation rate, and NSLP. Student performance data such as behavior, performance, and attendance steps and test scores for the San Diego Quick, CELDT, and STAR Renaissance are included as well. Information from Aeries is also used to create the SARCs for Court School and Community School.

All students undergo an initial diagnostic assessment upon enrollment. These assessments help to determine the reading, math, writing, and English language proficiency for enrolling students. The following are the main assessments used in Alternative Education:

- San Diego Quick Reading Assessment
- STAR Renaissance
- AGS Math Assessment
- Placement Test *(Inside/Edge)*
- Writing Sample

Special Education teachers use a variety of standardized tests to assess the skills/growth for students who have an IEP. Assessments are chosen based on student need and cover academic, social, emotional, behavioral, and language areas. Each of these assessments requires signed consent by the parent/guardian. An effort has been made to use assessments that are the same as or provide similar information as those assessments used by the schools/districts that refer students to the program so that true growth may be measured.

Specialized instructional settings that exist in Alternative Education include algebra classrooms, individualized one-on-one tutoring, and small group instruction. Placement in any or all of these specialized settings is determined assessments and/or transcripts.

Professional development is necessary to equip all instructional staff with the tools they need to provide

Class rosters
Transcripts
Student Enrollment history
CELDT test scores
STAR Renaissance test scores
San Diego Quick results
Attendance rosters
STAR Renaissance results
AGS Math assessment results
DPT test results
Writing sample results
List of special education assessments
Sample IEP
CAHSEE curriculum
Student work samples
Algebra/math curriculum
services to the unique and diverse student population that Alternative Education serves. Throughout the school year, teachers, instructional aides, and administrators participate in trainings that ranges from safety and violence prevention to intervention strategies in literacy and math to instructional strategies aimed at providing success for at-risk youth. These opportunities may be offered by Alternative Education’s Curriculum and Instruction Leadership Team, the KCSOS office, or other private or public educational entities. Some of these trainings are:

- Common Core State Standards
- Thinking Maps
- Fab Vocab!
- Write to Learn
- Pro-ACT®
- A Framework for Understanding Poverty (Ruby Payne)

**Monitoring of Student Growth**

**Prompt:** Evaluate the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.

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<th>Findings</th>
<th>Supporting Evidence</th>
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<tr>
<td>Alternative Education, including Special Education, uses a variety of assessments to monitor student progress. ELA/Reading intervention teachers submit assessments scores to analyze student growth. In 2012, Independent Study lengthened instructional time to 4 ½ hours because of test results. Performance data from CELDT, CAHSEE, and CST is examined and teachers are able to update all stakeholders on student progress. Our Special Education teachers use a variety of standardized tests to assess the skills/growth for students who have an IEP. Assessments are chosen based on student need and cover academic, social, emotional, behavioral, and language areas. Each of these assessments requires signed consent by the parent/guardian. An effort has been made to use assessments that are the same as or provide similar information as those assessments used by the schools/districts that refer students to Alternative</td>
<td>List of special education assessments Sample IEP 504 Plans Contact Logs Transition Counselor Referral Forms CELDT Change in Proficiency Level data Progress Reports Student academic transcripts <em>Inside and Edge</em> Benchmark Assessment Spreadsheet</td>
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</table>
Education so that true growth may be measured.

Alternative Education compiles data each year to examine student language proficiency progress from the previous year. This data is shared with the Court and Community School English Learner Advisory Committees.

Progress reports are used by teachers to update shareholders on students’ academic and behavioral progress. These reports generally contain a rating system for the students’ present academic performance, behavior, and attendance. Student performance data such as CAHSEE passage, current coursework, step level, progress toward graduation, and credits earned/expected/deficient are also included. Progress reports are sent out to various shareholders, including parents, probation officers, social workers, and other schools.

Academic transcripts are a critical source of information regarding student performance. Performance data such as CAHSEE passage, algebra completion, courses taken, grades received, grade point average, and credits earned/expected/deficient are all included in this report. Academic transcripts are a universal measure used by all schools to evaluate student progress and performance.

All teachers who administer Edge or Inside assessments report the test results to administration. This data is then used to evaluate the effectiveness of instruction.

Our PLC teams evaluate CAHSEE, CST, CELDT, and local assessment data and consider necessary instructional and/or program changes that will improve student achievement.

The at-risk students who are served by the Alternative Education program sometimes need additional support services that will enable them to access the learning that is being offered. Collaboration with other agencies, such as probation and mental health, enhance the learning environment of the students. Student nutrition, for example, is another important component of the students’ physical and mental well-being, which, in turn, affects students’ abilities to focus on learning and perform well on assessments.

A special education student who has behavioral issues that interfere with his/her education is provided with the support necessary as identified on the IEP or 504 Plan. Additionally, these students, and students who do not

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PLC feedback sheets

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receive special education services, may be referred to the transition counselor on campus. Some of the interventions provided by the transition counselors are individual counseling to identify issues that cause the problem, anger management strategies, de-escalation strategies, and/or substance abuse counseling. Additionally, as appropriate, transition counselors will also refer students to the school nurse, Project 180 (a gang prevention program), Aggression Replacement Therapy, and/or one of several mental health service providers (i.e., Kern County Mental Health, Clinica Sierra Vista, and the Henrietta Weill Memorial Child Guidance Clinic). Transition counselors also work with teaching staff on classroom management, conflict mediation, and de-escalation strategies.

Students with poor attendance are also referred to the transition counselors, or to the educational associate who is responsible for tracking truancy. These students and their parents may then be connected with Parent Project, a parent training program designed specifically for parents of strong-willed or out-of-control children, other attendance workshops, or Kern County Probation (if the student is on probation). When a student is referred, the associate contacts the student and parent to discuss the reason/s for the poor attendance and discuss possible solutions such as transferring to a school site closer to home, transferring from independent study to classroom or vice versa, carpooling with another student, adjusting the student’s sleep schedule, or making arrangements for the student to stay with someone who lives closer to the school site. This associate may also contact other relatives for help or work with Probation if appropriate. Any staff member who makes a referral will receive a follow up that details what steps have been taken in an attempt to remediate the attendance problem. In addition to receiving referrals from school staff, this educational associate regularly runs an attendance report from the student database system to identify students who have not been referred.
Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

The components addressed above for this Indicator are used program-wide. Instructional staff uses acceptable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Teachers employ a variety of appropriate assessment strategies to evaluate student learning and modify instruction to improve student achievement.

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

**Critical Learner Need #1:** To increase the program-wide focus on math instruction and student performance on all summative and formative assessments.

**Critical Learner Need #2:** To increase the program-wide focus on improved literacy and writing skills across the curriculum.

**Critical Learner Need #3:** To increase the program-wide focus on the systematic application of technology in learning.

The variety of flexible and student-centered assessment tools that are used to collect student performance data and the number of early diagnostic assessments that are available give instructional staff an advantage in creating individualized learning experiences for students which, in turn, maximizes student achievement while they are enrolled with us. Early identification of student needs (i.e., special education, English learners, Title I, and credit deficient students) allows for intervention and appropriate placement upon enrollment.

Program-wide student performance data is effectively disseminated to parents, community, and other stakeholders and provide ample opportunities for staff training in core subject areas, special populations, and technology. Teaching strategies are regularly modified and students receive extra assistance based on formal and informal assessments. The Classroom Academic Performance Policy is also in place at all school sites to promote student achievement.

Evaluation of the program has led the identification of the following areas for improvement:

- Improve the methods of collecting and disaggregating student achievement data to teachers in order to make meaningful improvements to the program.
- Improve the methods of tracking and analyzing student achievement data over a period of time, which will more accurately reflect growth of Alternative Education students.
- Improve the effectiveness of the whole-group instruction provided within the Independent Study program.
- Expand the curriculum maps to include course-related formal assessments aligned with Common Core State Standards in all content areas.
- Develop a program-wide, formal tutoring program to assist students in meeting both the CAHSEE and algebra requirements.
- Develop a method for ensuring the ongoing support and implementation of newly adopted staff development initiatives.
**D3 & D4. Assessment and Accountability Criteria**

*The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the schoolwide learner outcomes.*

*The assessment of student achievement in relation to the academic standards and the schoolwide learner outcomes drives the school’s program, its regular evaluation and improvement, and the allocation and usage of resources.*

**Assessment and Monitoring Process**

**Prompt:** *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, and parents.*

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Education stakeholders, including administration and the governing board, are focused on student success. The assessment and monitoring system is being developed as the curriculum is updated. Teachers analyze data in the PLC setting and use results as a guide to focus on student needs and learning. The evaluation and monitoring of Court and Community School programs is carried out at multiple levels, including the board level. Formal actions by the Kern County Board of Education include, but are not limited to:</td>
<td>LEA Plan</td>
</tr>
<tr>
<td>1. approval of the LEA Plan and SPSAs;</td>
<td>SPSAs</td>
</tr>
<tr>
<td>2. approval of any subsequent changes to the LEA Plan or SPSAs;</td>
<td>PLC agendas and team feedback sheets</td>
</tr>
<tr>
<td>3. approval of the annual budget for all programs operated by the KCSOS;</td>
<td>Assignment sheets</td>
</tr>
<tr>
<td>4. approval of the <em>Course of Study</em> for Alternative Education;</td>
<td>Extension activities</td>
</tr>
<tr>
<td>5. establishment of Court, Community, Community Day, and Charter Schools and owned school sites;</td>
<td>Classroom observations</td>
</tr>
<tr>
<td>6. approval of many specific categorical funding plans;</td>
<td>Lesson plans</td>
</tr>
<tr>
<td>7. establishment of graduation standards for students;</td>
<td>Student work samples</td>
</tr>
<tr>
<td>8. approval of all high school diplomas.</td>
<td><em>Course of Study</em></td>
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<tr>
<td>In addition to these formal activities, the Kern County Board of Education is also involved in the receipt of</td>
<td>Gradebooks</td>
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<td>Progress reports</td>
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<td>Step/Drop Letters</td>
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<td>Teacher contact logs</td>
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<td>PO logs</td>
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<td>Behavioral Referrals</td>
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<td><a href="http://www.kern.org">www.kern.org</a></td>
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<td><a href="http://www.kern.org/kcclc/">www.kern.org/kcclc/</a></td>
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<tr>
<td></td>
<td>Correspondence with the CIA Department</td>
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<td></td>
<td>Sample Student Portfolio</td>
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<td>Transition counselor logs</td>
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</tbody>
</table>
performance reports for the schools and attends activities such as high school graduation ceremonies with as many as half of the Board on the stage participating in the ceremony. The Board has also accepted the role of policymaker and supports the role of the elected superintendent and her administrative staff’s implementation of that policy and management of programs.

Alternative Education developed a Professional Learning Community (PLC) in 2012-13. The teams that comprise the PLC are flexibly and loosely organized by content area or instructional setting (i.e., classroom or independent study). After initial training on why and how to focus on learning, build a collaborative culture, and focus on results, in 2013-14, the PLC teams will have the necessary foundation to begin to examine assessment data and make decisions on a schoolwide level with regard to lesson design and delivery, instructional strategies, and common formative assessments.

Ongoing monitoring of student learning results continues to be a challenge for the program. The Individual Learning Plan (ILP) starts the process of identifying student academic needs and all formal and informal assessments previously described provide useful data regarding student achievement. Due to the short length of stay of students, assessments with wide-open time spans, such as the CSTs, do not often capture the true growth of students. In lieu of such assessments, a variety of other resources are used to assess student learning to determine the effectiveness of the curriculum and instruction and to make modifications, if necessary.

The staff works closely with the Kern County Probation Department to ensure safe school campuses and to reinforce the importance of academic achievement within the student population. Probation officers are located on some school campuses, with a particularly strong presence in the Court Schools and at Blanton Academy. These officers conduct regular searches, drug tests, and random night visits to support a safe and drug-free school environment. The Probation Department keeps in contact with instructional staff by requesting progress reports, participating in student behavioral/discipline issues, overseeing afterschool activities, and receiving notifications from teachers regarding referrals, steps, and drops.
Curriculum, Instruction, and Accountability staff provides support to all districts in Kern County in terms of general information and resources related to assessment, and provide guidance on the LEA Plan, Consolidated Application, and SPSAs.

Program assessment specialist and student data/attendance clerks provide State assessment data and analysis that the administration then uses to determine the effectiveness of curriculum and instruction.

Our office helps to provide school safety data. Alternative Education participates in grant programs such as the Pregnant and Parenting Teens and Cal-SAFE. Data from these grants are generated and collected to monitor the programs.

Alternative Education administers the California Healthy Kids Survey.

For In-School Youth, JobsPlus! uses the Comprehensive Adult Student Assessment System (CASAS) to determine performance standards related to basic skills in both English and math to assess student progress as required by Employers Training Resource, the program’s community partner.

For Out-of-School Youth, JobsPlus! uses the Comprehensive Adult Student Assessment System (CASAS) to determine performance standards related to basic skills in both English and math. Students must show at least one year of educational growth per year if he/she scored below the 8.9 Educational Functional Level. Students in the program are reassessed quarterly.

JobsPlus! also uses portfolios to provide skill-based examples that demonstrate proficiency in many of the skills that students need for a job. Artifacts contained in the portfolios include:

- Identification (i.e., birth certificate, driver’s license, Social Security card, etc.)
- a resume
- a reference list
- a cover letter
- transferable skills (e.g., computer skills, people skills, timeliness, etc.)
• goal setting
• a W-4
• an I-9
• Selective Service registration
• work permits
• career exploration with California Career Zone
• a generic job application

The grant-funded Kern County YouthBuild Out-of-School Youth program uses the Comprehensive Adult Student Assessment System (CASAS) to determine performance standards related to basic skills in both English and math and students must show at least one year of educational growth per year if he/she scored below the 8.9 Educational Functional Level. Students in the program are reassessed quarterly. (There are no In-School Youth in the YouthBuild program.)

YouthBuild also uses the STAR Renaissance assessment to determine initial academic placement for those students who are still working towards a high school diploma.

STAR Renaissance and CASAS data is too new yet to be statistically reliable because only two cohorts of students have been in the program, beginning in February 2013 and August 2013, respectively.

Parents and students are kept continuously aware of academic progress through Progress Reports, Back to School Nights/Open Houses, and regular communications between the school and home (i.e., phone calls, post cards, emails).

Alternative Education provides intervention classes to assist students with academic improvement. These classes expose students to a coherent curriculum through the use of the curriculum design sequence documents and an extensive variety of student intervention techniques, programs, and curricula. These intervention methods have been driven by student performance data on the CAHSEE, graduation rates, Algebra completion, educational research, state mandates, English language proficiency, and other student needs.

A Vice Principal of Curriculum and Instruction position was created in 2011-12 to provide support to Alternative
Education. The essential functions of this position are to assist in the development, implementation, and monitoring of effective categorical programs and in coordination of resources for students and staff. It also provides leadership in the development of curriculum planning documents, the selection of program-wide assessments for ELA and math, assists in the identification of staff training needs and in the development and coordination of staff development workshops. It provides leadership in Title I program planning and facilitates the processes for development and monitoring of the Local Educational Agency Plan (LEA Plan), Single Plans for Student Achievement (SPSAs), WASC Action Plan, and the Strategic Plan.

A Reading Specialist is funded through Title I, Parts A and D to address the literacy needs of all students in the program. The Reading Specialist provides support to administration and instructional staff through the review and purchase of new curriculum, and by providing staff development on the core and intervention English language arts programs, Thinking Maps, Fab Vocab!, Write to Learn, and Step Up to Writing. The Reading Specialist provides support to students who are struggling to pass the CAHSEE ELA requirement, read below grade level, and/or are English learners. This support comes in the form of state adopted CAHSEE and/or intervention curriculum, classroom walkthroughs, collaboration with paraprofessionals, and demonstrations for teachers. The Reading Specialist also coordinates and plans for the Focused Instructional Strategies Team trainings and such student-focused activities as the poetry contest which coincides with National Poetry Month in April of each year.

An English Learner Resource Teacher is funded through Title I, Parts A and D to specifically address the needs of the EL student population. This is done through the training of staff on how to best serve English learners using the instructional materials and various ELD and SDAIE strategies. The EL Resource Teacher is also responsible for helping to keep school sites in compliance with Federal and State mandates regarding the services and intervention that EL student receive, training and coordination of California English Language Development Test (CELDT) administration throughout each school year, and coordinating all aspects of the English Learner Advisory Committees (ELACs) and District English
Learner Advisory Committee (DELAC). The EL Resource Teacher communicates with shareholders through monthly emails, needs assessments, an annual newsletter, and the Alternative Education website.

Paraprofessionals provide direct multi-subject intervention to all students. Most of this intervention is geared toward raising achievement levels in reading and math, especially in relation to the CAHSEE. Paraprofessionals offer flexibility to the programs they serve by working with students in a variety of settings such as algebra classes or in a special education Learning Center. Both the Reading Specialist and the English Learner Resource Teacher work with paraprofessionals to train them in proper intervention strategies.

In Court School, two assessment paraprofessionals collect and analyze STAR Renaissance data and prepare reports. This information is then included in the SPSAs to indicate student progress and effectiveness of curriculum and instruction.

Transition counselors provide services to all students and school sites in the program. They perform credit checks and evaluate student transcripts to assess academic progress and eligibility for graduation. They act as advocates for students who are transitioning out of the program in order to return to their district of residence, an institution of higher learning, a vocational training program, the world of work, or the military. They coordinate community partnerships by arranging for guest speakers to address the at-risk student population about topics such as drugs, gangs, and staying in school, and organizing field trips to such events as the annual Leaders in Life conference. Transition counselors also counsel students and parents with personal and social issues that occur within or outside of the school setting and/or attendance or behavioral issues that interfere with a student’s education.

The Directors of Alternative Education are responsible for overseeing incoming revenue, expenditures, and all policy decisions pertaining to resource allocation for all Court and Community Schools. At regular staff meetings with site administrators, discussion includes resource allocations for upcoming projects including additional hiring, teacher training, curriculum development, and assessment based on analysis of the schools’ monthly
cash flow and incoming revenue. Although the Directors maintain fiscal authority concerning all aspects of the Alternative Education programs, school governance actively promotes a democratic leadership structure incorporating all members of the school’s staff in policymaking decisions. The principals of Alternative Education are committed to the idea of shared decision making. They often act more as facilitators than as managers as they formally and informally visit classrooms and make themselves available for both scheduled and unscheduled meetings with students, parents, and staff.

Shared leadership is encouraged throughout all levels of decision making. The staff often share new ideas based on professional periodicals, workshops, and/or conferences. All stakeholders are responsible for promoting the mission and vision of the program. School leadership encourages responsibility for student learning through teacher evaluation of student work. Students are encouraged to share in the responsibility for their academic accountability.

**Reporting Student Progress**

**Prompt:** Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, and parents) about student achievement of the academic standards and the schoolwide learner outcomes.

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<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| Alternative Education staff works together to provide information on student progress through a shared database. Parents are regularly informed with documents provided in English and Spanish. The Board annually reviews progress made towards meeting academic achievement goals outlined in the LEA Plan and approves the SPSAs which includes CST and CAHSEE data. This information is also provided to the School Site Councils and is available to all stakeholders at www.kern.org/kcclc/. The Special Education staff in Alternative Education has access to a shared database that contains each student’s IEP, a contact log, etc. This allows Special Education staff and teachers to access student information from any school site and facilitates the sharing of information which is of great concern with the transient population. | Special Ed Share  
EL Share  
STAR District and Test Site Coordinator Manual  
CELDT letters  
CELDT Test Results Interpretation Guide  
California High School Exit Examination Local Educational Agency and Test Site Coordinator’s Manual  
www.kern.org/kcclc/  
SARCs |
The EL program also has a shared database that contains a contact log, Initial Enrollment Identification Form, and other pertinent paperwork for each identified English learner.

In addition, this is where documentation related to students who have been reclassified as fluent English proficient (i.e., Announcement of Reclassification, RFEP Monitoring Forms, etc.) is contained.

Again, due to the transient nature of the student population, having a database that is accessible to EL staff from any school site at any time, facilitates the management of EL paperwork and dissemination of information to staff.

As required, Alternative Education forwards the STAR Student Report to the pupil’s parent or guardian within no more than 20 working days from receipt of the reports from the testing contractor.

Each LEA must notify parents or guardians of CELDT results within 30 calendar days following receipt of results from the testing contractor. The Alternative Education program strives to send results home to parents/guardians within two weeks of their receipt from the testing contractor. In addition to sending home the Student Performance Level Report, a guide is also provided that explains how to read the report and a letter explaining what the results mean (i.e., the student is Initially Fluent English Proficient, is a possible candidate for redesignation, or has been designated as an English learner or will remain an English learner.). Both of these documents are sent home in the student’s home language.

Although there is no stipulated number of days in which CAHSEE results are to be sent home to parents, district staff does so in a time frame similar to that which is required for CELDT and CST results.

The Alternative Education website provides student performance data to students, parents, and all shareholders within the community in the form of digital copies of the School Accountability Report Cards (SARCs) for Court School and Community School. This report contains information on various indicators of student performance, including:

- SPSAs
- FPM
- 2012-13 LEA Plan Evidence of Progress End of Year Submission report
- Board Agenda Requests and Meeting Minutes
- California Standards Tests
- Physical Fitness Test
- CAHSEE
- Adequate Yearly Progress
- Academic Performance Index
- Dropout and graduation rates

As an LEA in PI Year 3, at the end of each school year, Alternative Education is required to submit an LEA Plan Evidence of Progress report to the CDE which is reviewed by the KCSOS Board of Education. The report includes the strategies and actions implemented during the school year, a description of evidence used to determine the effectiveness of implementation, analysis of the student performance data, and evidence of annual communication with the Board.

**Modifications Based on Assessment Results**

**Prompt:** Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

<table>
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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>Alternative Education uses assessments to modify and improve the program and to identify focus for professional development. Independent study has enhanced learning by extending the daily schedule. Community School also applied to become a Schoolwide Program. Technology assessment tools have been purchased to better assess student progress.</td>
<td>Independent study schedules</td>
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<tr>
<td>In 2012-13, the Independent Study program was restructured to extend the length of time that students attend school in a given day based on a desire to improve student performance on state and local assessments. Parents had also been requesting additional instructional time for their students and teachers had expressed a need for more time to devote to the English language arts and/or math intervention curriculum.</td>
<td>State and local assessment data</td>
</tr>
<tr>
<td>PLC teams evaluate CAHSEE and local assessment data</td>
<td>PLC feedback sheets</td>
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<td></td>
<td>Training agendas</td>
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<td>Program and Professional Development Plan</td>
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<td>Community School Schoolwide Plan (SWP)</td>
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<td></td>
<td>STAR Renaissance data</td>
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<td>Classroom observations</td>
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<td>Student work samples</td>
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and consider necessary instructional and/or program changes that will improve student achievement. Although still in the early stages, teachers have already reported the benefits that have occurred from their ability to collaborate and discuss teaching/learning strategies.

The administration and Curriculum and Instruction Leadership Team are constantly evaluating program needs and looking for and/or providing professional development opportunities to improve classroom management, student achievement, and to keep staff aware of current research and new instructional practices/strategies. Professional development that has been provided includes, but is not limited to:

- Common Core State Standards
- Fab Vocab!
- Write to Learn
- Explicit Direct Instruction (EDI)
- Adopted curricula programs (i.e., Edge/Inside, Reading Street, California Math, California Math Triumphs, Algebra I, Algebra Readiness)
- Differentiated Instruction
- SDAIE Strategies
- Step Up to Writing
- Response to Intervention (RTI)

Alternative Education is in the process of applying to the California Department of Education to operate Community School as a Title I, Part A Schoolwide Program (SWP) starting with the 2014-15 school year. This change in status will allow the Community School program to meet the needs of more students striving to meet the State’s academic standards.

Alternative Education uses the STAR Renaissance to assess reading and math skills upon a student’s initial enrollment. Additionally, students in the Court School program are reassessed every 90 calendar days and this data is compiled and submitted when applying for funding under the Consolidated Application. It is also used as part of the annual program evaluation for Neglected or Delinquent. Some of the Community School sites have also done this consistently, but not all. In 2013-14, Alternative Education has made a renewed effort to
reassess all students after 90 days of continuous enrollment. Data from both Court and Community is used to evaluate program effectiveness.

Funds have been used to create and update an infrastructure of educational technology. Resources such as computers, interactive whiteboards, computer software, Senteos, Airliners, and LCD projectors are available to both students and staff. Students use these resources to improve their basic skills in English and math, apply knowledge, research topics from all core subject areas, and to refine their skills in computer programs such as Microsoft Word, Excel, and PowerPoint. Training in numerous computer software programs are offered regularly to teachers and staff. Also, select sites have been involved in a pilot of the Odysseyware online learning program.

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Alternative Education, with the support of all stakeholders, has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the Schoolwide Learner Outcomes. The regular evaluation of student achievement assessment data drives the Court and Community School program, its improvement, and the allocation and usage of resources.

Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

Critical Learner Need #1: To increase the program-wide focus on math instruction and student performance on all summative and formative assessments.

Critical Learner Need #2: To increase the program-wide focus on improved literacy and writing skills across the curriculum.

Critical Learner Need #3: To increase the program-wide focus on the systematic application of technology in learning.
A variety of flexible and student-centered assessment tools are available to the instructional staff to maximize learning opportunities. In addition, the KCSOS division of Curriculum, Instruction, and Accountability coordinates with Alternative Education to provide professional development that ensures all students’ academic needs are being addressed with emphasis in core academic areas. Curriculum, pacing, and assessments are also aligned as much as possible with those used by the largest referring school districts to allow for a more seamless transition. A number of intervention programs have been adopted and implemented to meet identified student academic needs as has the use of Reading and EL specialists, transition counselors, and paraprofessionals to target specific academic needs and/or specific subgroups. Funding and resources are consistently allocated for students and learning materials.
**WASC Category D. Standards-based Student Learning: Assessment and Accountability:**

**Strengths and Growth Needs**

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

<table>
<thead>
<tr>
<th>Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Common formative and summative assessments used program-wide from the reading intervention curricula allow teachers to collaborate on instructional strategies and best practices that will positively impact student achievement.</td>
</tr>
<tr>
<td>2. Instructional staff has access to a wide range of assessment tools to identify students’ skills, allow for targeted instruction, and measure student growth.</td>
</tr>
<tr>
<td>3. Court and Community Schools effectively communicate student progress to parents and other stakeholders.</td>
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<tr>
<td>4. The implementation of a Professional Learning Community provides instructional staff with much needed time to collaborate and analyze student assessment data so that teachers can identify areas for growth and strategies for improving student learning.</td>
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<table>
<thead>
<tr>
<th>Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth</th>
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</thead>
<tbody>
<tr>
<td>1. Alternative Education is working to provide the technology necessary to effectively prepare students for the Common Core State Standards and Smarter Balanced Assessments.</td>
</tr>
<tr>
<td>2. Expand the <em>Course of Study</em> to include course-related formal assessments for all content areas aligned with the Common Core State Standards.</td>
</tr>
<tr>
<td>3. Create a program-wide system for monitoring and analyzing student achievement data from curriculum-embedded assessments.</td>
</tr>
</tbody>
</table>
Category E: School Culture and Support for Student Personal and Academic Growth

E1. School Culture Criterion

The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.

Regular Parent Involvement

Prompt: Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>To help support and promote the learning process, Alternative Education</td>
<td>Bilingual employee records</td>
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<td>employs numerous strategies to encourage parents and the community to</td>
<td>IEPs</td>
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<td>remain involved with the teaching and learning process.</td>
<td>ILPs</td>
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<td>Collaboration with outside agencies, ranging from law enforcement to</td>
<td>Initial Enrollment Identification Form</td>
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<td>mental health and local employers, has been ongoing since the inception</td>
<td>Open House flyers</td>
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<td>of the program. School-to-family communication is both consistent and</td>
<td>Behavioral referrals</td>
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<tr>
<td>effective. Since the average enrollment period of a student can range</td>
<td>Assignment sheets</td>
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<td>from one week to several months, soliciting direct parent involvement</td>
<td>Home-to-school correspondence (English/Spanish)</td>
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<tr>
<td>on a more regular basis is an ongoing challenge for school leadership.</td>
<td>Progress reports</td>
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<tr>
<td>Programs and strategies are in place to increase parent involvement</td>
<td>Documentation of local business donations</td>
</tr>
<tr>
<td>such as Open Houses, School Site Council meetings, and ELAC/DELAC</td>
<td>Letter to local businesses</td>
</tr>
<tr>
<td>meetings. The EL and bilingual staff make every effort to connect with</td>
<td>Vendor literature</td>
</tr>
<tr>
<td>families of EL students, during the aforementioned parent outreach</td>
<td>Enrollment agreements</td>
</tr>
<tr>
<td>events. The JobsPlus! program partners with a number of businesses in</td>
<td>Career interest surveys</td>
</tr>
<tr>
<td>the community to place students in paid positions exposing them to a</td>
<td>Flyers from job fairs</td>
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<td>number of career opportunities.</td>
<td>YouthBuild documents</td>
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<td>Alternative Education encourages parental involvement and support</td>
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<td>through traditional parental partnerships that include new student</td>
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<td>orientations, formal parent/teacher conferences, Open Houses,</td>
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<td>Individualized Learning Plans (ILP), Individualized Education Program</td>
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<td>(IEP) meetings, EL needs assessments, correspondence, translators, and</td>
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<td>assistance for the hearing impaired are</td>
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available to families who need additional support in interacting with the school and partner agencies. Frequent communication between school personnel and parents has been, and continues to be, a strong component of the program. School staff and parents are in contact regarding student progress and discipline on a regular basis, often weekly or even daily. Making a home contact for every absence, behavioral issue, or other academic concern is often part of the daily routine for school staff.

Court and Community Schools host an annual Open House. Parents are given an opportunity to see their children’s learning environment, meet their teachers, view student work and projects, and tour the school facility. Parents are also introduced to school enrichment and support programs such as Title I services, JobsPlus!, the Teen Parent Program (Cal-Safe), counseling services, and after school enrichment programs. Local businesses make generous donations for raffle prizes for these events each year. Vendors include:

- Child Guidance Clinic
- Bakersfield and Taft Community College
- Department of Human Services
- Kern County Probation
- US Armed Forces
- Bakersfield Barber College
- Vocational colleges
- Career Services Center
- Bakersfield Adult School

Collaboration with Kern County Probation is an essential component of the Alternative Education program further connecting school sites to both the community and parents. School staff communicates with probation on a daily basis regarding the progress of students. For students who are on formal probation, officers are informed of progress, behavior, and credits regularly.

The JobsPlus! program, funded by the Workforce Investment Act (WIA), provides career development
classes and paid work experience opportunities exclusively for Alternative Education students. Students are introduced to career path choices and co-curricular activities through partnerships with community businesses, organizations and service learning. Following training and job related instruction, students are placed in paid positions at various local businesses.

Kern YouthBuild provides comprehensive education and employment services to disadvantaged youth. During enrollment, students work to complete graduation requirements while acquiring the necessary skills to perform construction-related community service projects. Those eligible to participate in Kern YouthBuild must be a high school dropout and have at least one of the following barriers:

- Member of low income family
- Youth offender
- Disabled
- Aging out of foster care
- Has an incarcerated parent

The English Learner Advisory Committee (ELAC) is an opportunity for parents of English learners to participate in the learning process and is invited at the time of enrollment. At the time of orientation, parents are invited to serve on the school’s ELAC. Participating parents are provided training and material to assist them in carrying out their legal responsibilities.

The School Site Council (SSC) is composed of parents, community members, students, teachers and a principal. The primary duties of the SSC are to develop, approve and review the Single Plan for Student Achievement. The SSC also reviews and approves the comprehensive school safety plan.

The first Alternative Education Town Hall meeting was held in the spring of 2013. The Town Hall meeting was open to all parents and students and provided the opportunity to meet Alternative Education staff, allowed for open communication between all parties, and served as an occasion to highlight the programs available throughout Kern County.

Kern County Substance Abuse Prevention Education
(KCSAPE) is a community partnership of 38 school districts within Kern County. The appointed County coordinator provides the following services to these districts:

- Assist in implementing program components, in reviewing and revising school-based policies and in providing administrative in-services regarding safety, violence, drug, alcohol and tobacco use prevention education.
- Provide technical assistance on reporting requirements. Submit completed progress reports to CDE as requested and on the dates due.
- Maintain accurate and current information in the County Office regarding partnership-wide activities for CDE visitations and coordinated compliance reviews.
- Enter into and/or approve all agreements between SDFSCA/TUPE service providers and Partnership school districts.
- Maintain a cooperative association with the service providers such as the Kern County Mental Health- Substance Abuse Service providers.

Clearly the efforts being made by the program are meeting with success as 88% of parents surveyed feel that Court and Community Schools encourage parental involvement in their children’s education.

**Use of Community Resources**

**Prompt:** How effective is the school use of community resources to support students, such as professional services, business partnerships, and speakers?

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<th>Findings</th>
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<td>The collaboration with community resources is an integral part of the Alternative Education program. The success of students and support of teachers are, in part, due to the services provided by the community. Kern County Probation works directly with the program and is housed on each of the Court School sites and the one court-ordered Community School program (i.e., Blanton</td>
<td>Flyers from job fairs</td>
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<td></td>
<td>JobsPlus! literature</td>
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<td>Parent surveys</td>
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<td>Kern YouthBuild documentation</td>
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<td>Correspondence with school</td>
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Academy). Kern County Mental Health provides on-site services to Court and Community School students. Substance abuse counseling, anger management, and personal/social issues are addressed to support their success in the classroom. The JobsPlus! program has established partnerships that allow students to be trained and gain experience from local businesses. Speakers present at open forums, college and career days, and open houses to provide motivational presentations and exposure to their fields of expertise.

The JobsPlus! and Kern YouthBuild programs partner with local businesses to provide students with paid work experience opportunities. Additional opportunities to explore postsecondary options are provided by the Title I Transition Counselors who invite local businesses, community resources, and colleges to the Open Houses and Career/College Days to speak with the students. During Open House, many surrounding businesses donate their time and products to the schools and students. Presentations also include events like Life Interrupted.

With 88% of parents reporting satisfaction regarding the extent of support services that Court and Community Schools provide for their children and families, it is apparent that the program is effectively addressing this need.

**Parent/Community and Student Achievement**

**Prompt**: Determine the adequacy and effectiveness of the school’s strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

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| During orientation, expectations are discussed with parents and students and outlined in the Student-Parent Handbook which is given to them at this time. Teachers follow the *Course of Study* which includes courses that are aligned with the referring districts. Independent study teachers provide the parent and student with a Master Agreement that identifies specific courses and serves as a contract upheld until the completion of work. Student progress reports, step letters, and transcripts | Student-Parent Handbook  
*Course of Study*  
Progress Reports  
Step letters/postcards  
Transcripts  
Home-to-school correspondence |
are provided to parents and referring districts to communicate student performance.

Frequent communication between school personnel and parents has been, and continues to be, a strong component of the program. School staff and parents and outside agencies are in regular contact regarding student progress and discipline. Making a home contact for every absence, behavioral issue, or other academic concern is often part of the daily routine for school staff.

A Classroom Academic Performance Policy is in place to encourage students to be accountable for their learning and success in the classroom. Students, parents, and outside agencies, if necessary, are informed when students are not meeting expectations.

(English/Spanish)
IEPs
ILPs
Initial Enrollment Identification Forms (IEIF)
Open House flyers
Behavioral referrals
Assignment sheets
Progress reports
Step letters
Meetings with outside agencies (agendas, sign-in sheets, etc.)
Classroom Academic Performance Policy

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Alternative Education continues to build upon the relationships with families and community partners to support students and provide additional resources. The program communicates effectively to ensure that students and parents are informed and involved in the learning process. The addition of the Vice Principal of Curriculum and Instruction, a transition counselor, program specialist, and school psychologist have allowed for greater focus on previously identified areas of need. Parents overwhelmingly agree that opportunities for regular parent involvement are readily available and that access to community resources meet their student/s and family’s needs.

Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

Critical Learner Need #1: To increase the program-wide focus on math instruction and student performance on all summative and formative assessments.

Critical Learner Need #2: To increase the program-wide focus on improved literacy and writing skills across the curriculum.

Critical Learner Need #3: To increase the program-wide focus on the systematic application of technology in learning.

The Court and Community Schools’ strategies and processes to involve parents and all stakeholders in the teaching and learning process have a positive impact on student achievement. The partnerships that are in place help students to be successful in meeting the
academic standards and Schoolwide Learner Outcomes. Collaboration with Probation and mental health providers help maintain a safe environment which is conducive to learning. The services provided through JobsPlus!, YouthBuild, and the exposure to various guest speakers and career representatives, helps students to understand the importance of doing well in school.
E2. **School Culture Criterion**

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

**Safe, Clean, and Orderly Environment**

**Prompt:** Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.

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<td>Alternative Education has practices and procedures in place to maintain environments that are conducive to student learning. A committee which includes representatives from school sites updates the program’s School Safety Plan at least annually and is then distributed to site administrators for implementation and review with staff. The plan is aligned with district and state guidelines and consistent with the California Standardized Emergency Management System and helps to ensure that campuses remain safe and secure. Every campus participates in regular safety drills and undergoes inspections by the local fire department. In addition, safety binders are provided to all staff and exit routes are posted in each classroom and/or office area. Most of the Community School sites have a Campus Supervisor and a metal detector/wand. All Court Schools campuses and the court-ordered Blanton Academy have Probation staff on site who provide support to the teaching staff and students. Instructional aides are assigned to teachers to provide support in the classrooms. Two-way radios are used by staff to maintain communication. The grounds and cleanliness of the campuses are well kept by the district’s Maintenance and Operations team. Staff has attended numerous professional development trainings with regard to safety:</td>
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<td>- Crisis Response Training</td>
<td>School Safety Plan</td>
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<td>- Pro-ACT® Training</td>
<td>Safety committee and staff meeting agendas and sign-in sheets</td>
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<td>- Active Shooter Training</td>
<td>Agendas and training materials from safety-related professional development workshops</td>
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<td>Schedule of safety drills</td>
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<td>Inspection Reports</td>
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<td>Parent and student surveys</td>
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• Cyber Bullying
• Suicide Prevention
• Aggression Replacement Training (ART®)
• Conflict Resolution
• Safe School Training
• Safety in the Workplace

Cameras were purchased and installed at all of the Court School sites and some Community School sites.

Custodial staff works diligently to keep campus clean and free of graffiti and litter.

According to surveys, 91% of parents believe that Court and Community Schools provides a safe and positive learning environment with staff who are professional, helpful, and care about their children’s educational success. Of students surveyed, 76% agree.

**High Expectations/Concern for Students**

**Prompt:** Evaluate the school’s work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

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<th>Findings</th>
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<td>The Court and Community Schools motto, mission, vision, and Schoolwide Learner Outcomes have been carefully crafted to communicate the care and concern that staff has for the student population and the expectations for students while they are enrolled. In parent surveys, 91% of respondents said that Court and Community Schools provide a safe and positive learning environment with staff who are professional, helpful, and care about their children’s educational success. 76% of students also agree.</td>
<td>Motto, mission, vision, and Schoolwide Learner Outcomes</td>
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<td>Continual efforts are made to ensure that each school site provides a safe, clean and organized environment that fosters learning. Alternative Education school sites have clear expectations for student learning and behavior; attendance, and discipline policies are given to the parent or guardian of each student. Staff members adhere to district-wide professional standards that guide</td>
<td>Parent and student surveys</td>
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<td></td>
<td>Behavior policy</td>
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<td>Attendance policy</td>
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<td>California Standards for the Teaching Profession</td>
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<td>Class observations</td>
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<td>KCEA contract</td>
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<td>School Safety Plan</td>
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<td>Dress Code</td>
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<td>Classroom contract</td>
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the teaching profession.

The staff-to-student ratio in Alternative Education classrooms is comparatively low with an average class size of approximately 20-23 students. Smaller class sizes help maintain safety while also allowing for increased student engagement.

In order for students to maintain appropriate behavior in the school setting, a program-wide behavior policy has been implemented. Components of this policy include behavior modification, behavior referrals, and behavior steps/third step mandatory parent conferences.

Appropriate dress and grooming contribute to a productive learning environment. A well-documented, program-wide dress code is in place and routinely enforced at school sites. During every student orientation, the dress code is reviewed in detail and students are required to sign a dress code agreement before beginning classes. Components of the dress code policy include restrictions against disruptive clothing, slogans, or illustrations; revealing apparel; attire promoting drugs, alcohol, sex, or violence.

**Atmosphere of Trust, Respect and Professionalism**

**Prompt:** To what degree is there evidence of an atmosphere of trust, respect, and professionalism?

**Findings**

Alternative Education has many methods for maintaining an atmosphere of trust, respect, and professionalism. Beginning at the LEA level, the administrators from Alternative Education, Early Childhood Education, Special Education and Valley Oaks Charter School gather three times each year. These “Principals’ Retreats” bring KCSOS office and school site administrators together and create a sense of unity as participants engage in team-building activities, collaborative learning, and share best practices. Recent topics have included the implementation of Common Core, how to engage in difficult conversations with staff, leadership styles, etc.

Staff meetings are held regularly at all levels which help

**Supporting Evidence**

- Principals’ Retreat agendas and training materials
- Staff meeting agendas
- Uniform Complaint Policy
- Staff Dress Code
- Student Dress Code
- Parent and student surveys
- PLC agendas and team feedback sheets
- KCEA invitations
to provide consistency across the program with regard to various policies and procedures. Administration has an “open door” policy and welcomes staff input and feedback. Leadership encourages professional growth, provides ongoing support to all staff, and trusts that staff will make decisions that are in the best interests of students. A formalized procedure to file a grievance is communicated to the staff at the beginning of each school year. A staff dress code is respectfully enforced to ensure that staff appears professional in the performance of their duties.

The implementation of a Professional Learning Community has fostered an atmosphere of teamwork, collaboration, and the sharing of ideas. Other activities that occur to encourage a sense of community among staff are school site potlucks, holiday and birthday celebrations, and various outings that staff participates in (e.g., fun runs, hockey games, KCEA-sponsored events, Holiday Lights at CALM, etc.).

Due to a confluence of factors (e.g., budget reductions, staff reductions, etc.), morale in the Alternative Education program has suffered in recent years. Leadership has taken purposeful steps to address this concern. One of the early efforts was the revision of the mission, vision, Schoolwide Learner Outcomes, and motto which involved staff and students. With their PLC teams, teachers brainstormed ideas for the new Alternative Education motto and then voted on their favorite. Subsequently, an art contest was held for students to create an illustration which represented the new motto. Administrators and the Curriculum and Instruction Leadership Team have also been deliberate about including team-building activities into staff meetings and professional development opportunities and in the fall of 2013, a luncheon was organized for all staff which was served by the administrators.

To help ensure an atmosphere of trust, respect, and professionalism between staff and students, teachers variously greet students at the door at the start of class, address students by name, connect students with needed services, share positive communications with parents, serve as mentors, award attendance and performance certificates and accolades, etc. Program-wide, the restructuring of the independent study schedule which lengthened the school day and provided

Guiding statements
Classroom observations
Student certificates
an increase in the amount of opportunities for direct instruction, has had a positive impact on student-teacher interactions.

At Community School sites and non-residential Court School sites, there is a procedure that involves welcoming students as they arrive on campus each morning, performing a safety screening, and evaluating student attire for adherence to the student dress code.

Several school sites also recognize excellence by presenting teacher and student of the week awards.

74% of students surveyed agree that Court and Community School’s staff is professional, helpful, and cares about their success. In parent surveys, 91% of parents surveyed believe that Court and Community Schools provides a safe and positive learning environment with staff who are professional, helpful, and care about their children’s educational success.

**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Court and Community Schools have many strategies and processes for the regular involvement of parents and the community. Community resources that support students and their families exist to facilitate student achievement. Alternative Education staff regularly communicates with all stakeholders and maintains clear, updated policies regarding the expectations for the program to help provide consistency and maintain an environment that is conducive to learning. Safety is a top priority for and is always a primary focus for all staff. The program has many strategies and procedures in place that create an atmosphere of trust, respect, and professionalism.

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

**Critical Learner Need #1:** To increase the program-wide focus on math instruction and student performance on all summative and formative assessments.

**Critical Learner Need #2:** To increase the program-wide focus on improved literacy and writing skills across the curriculum.

**Critical Learner Need #3:** To increase the program-wide focus on the systematic application of technology in learning.
To maximize student learning, the Alternative Education program places safety as its primary goal. While Court and Community Schools certainly recognize that schools serve to educate students, learning cannot take place in an environment that does not ensure the safety of its staff and students.
E3 & E4. Student Support Criteria

All students receive appropriate support along with an individualized learning plan to help ensure academic success.

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

Adequate Personalized Support

Prompt: Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Direct Connections

Prompt: Evaluate the ways that there are direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Strategies Used for Student Growth/Development

Prompt: Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Support Services and Learning

Prompt: Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.

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<td>Alternative Education teachers are able to offer students more personal support and guidance due in part to the low staff-to-student ratio. Upon enrollment, teaching staff, students, and parents/guardians work together to develop and Individualized Learning Plan for every student. Students are assessed in reading and math using the STAR Renaissance. Courses are available to students who meet the established Title I criteria that have been established to identify students needing intervention in reading and/or math. Formative and summative data gathered from standards-based, curriculum-embedded, and teacher-generated assessments is used to modify the curriculum in order to improve the effectiveness of the instruction and support services.</td>
<td>ILPs, Formative and summative assessment data, IEPs and 504 Plans, Classroom observations, Master Agreements, <a href="http://www.kern.org/kcclc">www.kern.org/kcclc</a>, Special Education and Title I staff job descriptions, Title I Time Trackers</td>
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address individual student needs when necessary. The Classroom Academic Performance Policy is
designed to encourage students to be accountable for
their learning and success in the classroom program.
This policy outlines for students that they must attend
school consistently and perform at a satisfactory level to
earn credits. Students who perform at a substandard
level receive verbal notice before receiving a
performance step which is then sent to both the principal
and to the student’s parent/guardian. At this time, it is
reiterated to students that the ultimate consequence of
persistent poor performance is a reduction in the number
of credits earned.

A committee formed by administrators and teachers
developed a performance factor policy to inform school
staff, parents/guardians, and students when a student
was not passing a particular course. It was decided that
at the time a student was underachieving, the homeroom
teacher or teacher in which the student was failing would
initiate a performance letter to be sent home. The
student would then have two weeks to improve their
letter grade. If the student was still underperforming,
another letter would be sent home and a discussion
would take place to determine the concerns. If the
student was not able to bring their grade up to passing,
and the teacher had taken the appropriate steps, a
calculation would determine how many credits a student
could earn.

The collaboration with other agencies in the community
is an integral part of the Alternative Education program
and its success. Probation officers provide support to
school staff at each of the Court School sites and
several of the Community School sites. Kern County
Mental Health provides on-site counseling services to
students for help with substance abuse, anger
management, and personal/social issues. Additional
opportunities to explore postsecondary options are
provided by the Transition Counselors who invite local
businesses, community resources, and colleges to the
Open Houses and Career/College Days to speak with
the students.

Students are provided with career readiness and other
postsecondary opportunities through the JobsPlus! and
Kern YouthBuild programs. Students receive paid work
experience and work towards completion of graduation

Field trip Information Sheets
Request to See Counselor Slips
Nurse Logs
Project 180 Referral
Correspondence
KCSAPE documents
Flyers from job fairs
JobsPlus! literature
School-Community Partnerships
literature
requirements.

Alternative Education students who have an active IEP are provided with special education services. The policies and procedures for serving students with IEPs are outlined in the SELPA Local Plan. Accommodations and modifications to the students are addressed in annual IEP meetings conducted by the Special Education department. To provide more support throughout the program and adequately staff the new Learning Centers, additional Special Education staff, including a School Psychologist and several teachers, has been hired.

The Vice Principal of Curriculum and Instruction was created and serves many purposes. The VP of Curriculum and Instruction provides support to the Directors of Alternative Education and is the liaison for the teaching staff. The position is responsible for the implementation of adopted programs, textbooks, and instruction. The VP researches and is the author of the Single Plan for Student Achievement and the Local Educational Agency Plan. This position is also responsible for the facilitation of the Professional Learning Communities.

The EL Resource Teacher was also a position that was created to serve all Alternative Education students. The EL Resource Teacher is responsible for providing support to school staff with students who have been identified as EL. School staff uses the specially designed academic instruction in English (SDAIE) strategies for all students.

The Title I Reading Specialist assists in coordinating reading programs and providing direct reading instruction to targeted students, oversees reading assessments given to students to monitor progress and program effectiveness. The Reading Specialist also is participates in Staff Development for training teachers in the use of reading strategies, programs and materials.

The Reading Intervention Teacher provides intensive reading instruction and assessment to Court School students with the most severe discrepancies between reading levels and grade levels. Students targeted include English Learners, Special Education students, and reluctant learners who have not experienced success achieving literacy. The teacher in this position
also provides support and presents at professional development trainings for Alt. Ed. staff and serves as a resource to classroom teachers in providing reading and writing strategies to increase student success in the classroom.

Paraprofessionals provide direct multi-subject intervention to all students. Most of this intervention is geared toward raising achievement levels in reading and math, especially in relation to the CAHSEE. Both the Reading Specialist and the English Learner Resource Teacher work with paraprofessionals to train them in proper intervention strategies.

In Court School, two assessment paraprofessionals collect and analyze STAR Renaissance data and prepare reports. This information is then included in the SPSAs to indicate student progress and effectiveness of curriculum and instruction.

Each school site has a designated transition counselor to assist students with transcript evaluations, transition back to schools of residence, preliminary and final graduation checks, career opportunities, and to provide social, emotional, and personal counseling. The transitions counselors are responsible for Open House, Standardized Testing, College/Career day(s), and Graduation and serve as referring agents to local agencies for specialized counseling.

School-Community Partnerships offers services including, but not limited to:

- The Cal-SAFE Blanton Center Child Development Center funded by the California Department of Education and First 5 Kern.
- A school nurse
- Project 180
- Aggression Replacement Training
- CSUB Social Work interns

Ebony Counseling Center provides substance abuse counseling for Alternative Education students. Kern County Substance Abuse Prevention Education (KCSAPE) is a community partnership of 38 school districts within Kern County. The appointed County coordinator provides the following services to these
districts:

- Assist in implementing program components, in reviewing and revising school-based policies and in providing administrative in-services regarding safety, violence, drug, alcohol and tobacco use prevention education.

- Provide technical assistance on reporting requirements. Submit completed progress reports to CDE as requested and on the dates due.

- Maintain accurate and current information in the County Office regarding partnership-wide activities for CDE visitations and coordinated compliance reviews.

- Enter into and/or approve all agreements between SDFSCA/TUPE service providers and Partnership school districts.

- Maintain a cooperative association with the service providers such as the Kern County Mental Health- Substance Abuse Service providers.

The program has collectively made efforts to address the unique and specific needs of the students by introducing staff to research-based methods and encouraging opportunities for learning. Staff constantly monitor student progress and adjust instruction and/or procedures as needed to address identified areas of need.

**Equal Access to Curriculum and Support**

**Prompt:** What have you learned about the accessibility of a challenging, relevant, and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? Evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement?

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<td>Alternative Education is intended to be a short-term placement for at-risk students. Enrollment in the program ranges from a few days to a few months thus</td>
<td><strong>Course of Study</strong></td>
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<td>ILPs</td>
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courses are designed to be open-entry/open-exit. In addition, many of the students are underperforming and are eligible for Title I services. To address the varying needs of this challenging student population, the program offers a range of coherent curriculum and a variety of support services to help improve student achievement. An Individual Learning Plan is developed at the time of enrollment to guide each student’s instructional program. Court and Community Schools operate year-round which provides students with the ability to earn additional credits during the summer semester. Students also have the opportunity to work at an accelerated pace, with administrator approval, or to enroll concurrently at a local college or university. Two instructional strategies are available to students: classroom and independent study. The program expects to provide a third option in the fall of 2014 with the implementation of Odysseyware.

Co-Curricular Activities

**Prompt:** Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards and schoolwide learner outcomes. How effective are these efforts?

**Student Involvement in Curricular/Co-Curricular Activities**

**Prompt:** Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

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<td>The Alternative Education program has made improvements since the previous WASC visit in 2008 to increase student participation in school programs, supporting enrichment activities, and more extended learning opportunities. Staff makes every effort ensure that there is little to no out-of-pocket expense for participating students and provide incentives to encourage participation</td>
<td>Field trip permission slips</td>
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| Teachers explore opportunities that enrich the content of their courses to increase engagement and student learning (e.g., visiting the Getty Museum, California Science Center, Museum of Tolerance, etc.). In surveys, teachers commented on the improvements made through curriculum and instruction, field trips, and other | Field Trip Approval forms for the following activities :
  - Bakersfield College/
    Taft College
  - Bakersfield College Job Fair
  - Academy of the Arts, North Hollywood
  - UEI
  - Museum of Tolerance
|
programs and opportunities that contribute to student enrichment activities and extended learning opportunities.

Court and Community Schools encourage participation in field trips for college and career planning as well. Most field trips of this nature are planned and chaperoned by the transition counselors and include college tours, leadership workshops and conferences, and career days.

On occasion, physical education teachers organize tournaments so that allow students to work collaboratively in teams, build relationships, and play against their peers in an organized and supervised fashion.

- Getty Museum
- California Science Center
- Bakersfield Condors game
- Kern County Engineering Day
- Kern County Job Fair

Conferences attended include:

- Conflict Resolution Workshop
- Drug Free Youth Summit
- Can You Hear Me?
- Wendale Davis Youth Leadership Conference
- Leaders in Life Youth Conference
- Bakersfield Women’s Business Conference

Kern YouthBuild literature
JobsPlus! literature
Certificates of participation

**Student Perceptions**

**Prompt:** Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.

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<tbody>
<tr>
<td>According to surveys conducted in the spring and fall of 2013, students generally agreed that the program was effectively supporting them in their educational achievement and exploration of postsecondary opportunities.</td>
<td>Parent and student surveys</td>
</tr>
<tr>
<td>In recent surveys, 88% of parents expressed satisfaction regarding support services that Court and Community Schools provide for their children and families, with 77% of students specifically mentioning their satisfaction with</td>
<td>Incident Reports</td>
</tr>
<tr>
<td></td>
<td>Suggestion/Concern Boxes</td>
</tr>
</tbody>
</table>
the amount of support they receive to prepare for the CAHSEE.

Students are always welcome to provide feedback and input on school programs by meeting with administration and/or instructional staff, participating on School Site Councils, speaking with a transition counselor, sharing comments via Suggestion/Concern Boxes, etc.

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

The school provides adequate services, including many curricular and co-curricular activities that enrich student learning and are tied to academic standards. Numerous support staff is in place to help address the varying needs of the student population. The school regularly evaluates student involvement in such activities.

Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

Critical Learner Need #1: To increase the program-wide focus on math instruction and student performance on all summative and formative assessments.

Critical Learner Need #2: To increase the program-wide focus on improved literacy and writing skills across the curriculum.

Critical Learner Need #3: To increase the program-wide focus on the systematic application of technology in learning.

Upon enrollment, an Individual Learning Plan is created for each student in Alternative Education. This allows instructional staff to provide targeted instruction. Several support staff members are funded by Title I to specifically address achievement in math, literacy, writing, and technology. The co-curricular enrichment activities help to engage students and improve achievement in these areas.
**WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs**

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

<table>
<thead>
<tr>
<th><strong>Category E. School Culture and Support for Student Personal and Academic Growth:</strong> Areas of Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The low staff-to-student ratio in Alternative Education classrooms provides for more individualized instruction and attention, allows for greater student engagement, and facilitates the close monitoring of student progress.</td>
</tr>
<tr>
<td>2. Court and Community Schools have developed strong community partnerships with various community agencies to support staff and students academically, emotionally, and socially.</td>
</tr>
<tr>
<td>3. Title I funded staff are in place to support the instructional staff and students by offering professional development, direction instruction to supplement the regular school program, and help ensure the consistent use of curriculum and instructional resources.</td>
</tr>
<tr>
<td>4. A variety of opportunities are provided through School Site Councils, Open Houses, English Language Advisory Committees, and orientations to involve parents and community members in the school program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Category E. School Culture and Support for Student Personal and Academic Growth:</strong> Areas of Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a plan that employs creative strategies to sustain and increase participation by parents and community members in the opportunities available.</td>
</tr>
<tr>
<td>2. Increase the availability of support services at all campuses.</td>
</tr>
<tr>
<td>3. Continue to explore ways to improve staff morale.</td>
</tr>
<tr>
<td>4. Implement a systematic, program-wide initiative to acknowledge and encourage positive student behavior.</td>
</tr>
</tbody>
</table>
Chapter V:
SCHOOLWIDE ACTION PLAN
CHAPTER V: SCHOOLWIDE ACTION PLAN

Through a careful selection process by the leadership team, focus group members, and staff, the following action items were determined to represent the schoolwide needs of Kern County Superintendent of Schools (KCSOS) Alternative Education. Stakeholders, through the WASC Focus on Learning self-assessment process, prioritized the three identified growth areas presented in the Schoolwide Action Plan.

The Schoolwide Action Plan, to be reviewed and revised annually, will drive the direction of the Alternative Education program throughout the coming years. The current focus encompasses the following schoolwide goals:

1) To increase the program-wide focus on improved literacy and writing skills across the curriculum and math instruction and student performance;
2) To increase the proficiency level of English learners;
3) To increase the program-wide focus on the systematic application of technology in learning.
English Language Arts and Mathematics

Goal #1: To increase program-wide focus on improved literacy and writing skills across the curriculum and math instruction and student performance on all summative and formative assessments.

<table>
<thead>
<tr>
<th>Rationale for Goal:</th>
<th>Based upon review of summative assessment data, local assessments, and self-study findings, we recognize the need to improve student achievement in ELA.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth Targets for 2013-14:</td>
<td>Increase the average English/Math scale score on the CAHSEE by 2 points.</td>
</tr>
<tr>
<td>Growth Targets for 2014-15:</td>
<td>Increase the average English/Math scale score on the CAHSEE by 2 points.</td>
</tr>
<tr>
<td>Growth Targets for 2015-16:</td>
<td>Increase the average English/Math scale score on the CAHSEE by 2 points.</td>
</tr>
<tr>
<td>Schoolwide Learner Outcomes Addressed:</td>
<td>Effective Communicators, Invested Learners, Responsible Citizens</td>
</tr>
</tbody>
</table>

Means of evaluating progress toward this goal (data to be collected):

Use state summative assessments, local formative assessments, including schoolwide benchmark assessments, and student work samples/portfolios to identify and monitor student progress in Language Arts and math.

- CAHSEE test results
- CELDT test results
- STAR Renaissance Reading and Math assessments (Pre/Post)
- Curriculum-embedded assessment results
- Teacher-generated assessments

Method of Monitoring and Reporting Progress:

WASC Leadership Team and SSC will regularly monitor Action Plan and report progress to all stakeholders at least annually. Action Plan will be modified, when necessary, at least annually. SSC, WASC Leadership Team and PLC teams will provide recommendations to site and program leadership to improve student achievement.

<table>
<thead>
<tr>
<th>Area</th>
<th>Person(s)/Group(s) Assigned</th>
<th>Task/Action to be Completed</th>
<th>Resources</th>
<th>Date Task/Action to be Completed</th>
<th>Evaluation of Task/Action Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Task #1</td>
<td>Curriculum and Instruction Leadership Team, Curriculum Committees, and PLC Teams</td>
<td>Revise curriculum design sequence documents for all core content areas</td>
<td>Textbooks, CCSS training materials, Alternative Education website</td>
<td>Summer 2015</td>
<td></td>
</tr>
<tr>
<td>Task #2</td>
<td>Curriculum and Instruction Leadership Team, Curriculum Committees, and PLC Teams</td>
<td>Revise writing rubrics</td>
<td>CCSS, Alternative Education website</td>
<td>Summer 2015</td>
<td></td>
</tr>
<tr>
<td>Task #3</td>
<td>Curriculum and Instruction Leadership Team, Math Adoption Team, Math PLC Team</td>
<td>Research and evaluate and purchase new math intervention curriculum</td>
<td>New state adopted math curricula</td>
<td>Summer 2015</td>
<td></td>
</tr>
<tr>
<td>Area</td>
<td>Person(s)/Group(s) Assigned</td>
<td>Task/Action to be Completed</td>
<td>Resources</td>
<td>Date Task/Action to be Completed</td>
<td>Evaluation of Task/Action Completed</td>
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</tr>
<tr>
<td>Task #4</td>
<td>Site Administrators, Curriculum and Instruction Leadership Team, Technology Team</td>
<td>Fully implement Odysseyware online learning platform</td>
<td>Odysseyware</td>
<td>Fall 2014</td>
<td></td>
</tr>
<tr>
<td>Task #5</td>
<td>Directors, Site Administrators, Curriculum and Instruction Leadership Team, Instructional Staff, Technology Team</td>
<td>Explore a consistent and efficient system or procedure for tracking textbooks</td>
<td>Aeries</td>
<td>Fall 2014</td>
<td></td>
</tr>
<tr>
<td>Task #6</td>
<td>Directors, Site Administrators, Curriculum and Instruction Leadership Team, Transition Counselors, Instructional Staff</td>
<td>Increase availability of courses aligned to “a-g” requirements</td>
<td>“a-g” requirement materials</td>
<td>Fall 2015</td>
<td></td>
</tr>
</tbody>
</table>

### Instruction

<table>
<thead>
<tr>
<th>Area</th>
<th>Person(s)/Group(s) Assigned</th>
<th>Task/Action to be Completed</th>
<th>Resources</th>
<th>Date Task/Action to be Completed</th>
<th>Evaluation of Task/Action Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task #1</td>
<td>Directors, Site Administrators, Curriculum and Instruction Leadership Team, Special Education Staff</td>
<td>Continue to provide needed support for special education Learning Centers</td>
<td>To be determined</td>
<td>Fall 2014</td>
<td></td>
</tr>
<tr>
<td>Task #2</td>
<td>Directors, Site Administrators, Curriculum and Instruction Leadership Team</td>
<td>Encourage teachers to regularly post content and language objectives</td>
<td>Language objective training materials, Alternative Education website</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Task #3</td>
<td>Directors, Site Administrators, Curriculum and Instruction Leadership Team</td>
<td>Teachers will continue to use the adopted research-based instructional strategies (Write to Learn, Thinking Maps®, Fab Vocab!, Explicit Direct Instruction) with fidelity</td>
<td>Professional development training materials, Alternative Education website</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Area</td>
<td>Person(s)/Group(s) Assigned</td>
<td>Task/Action to be Completed</td>
<td>Resources</td>
<td>Date Task/Action to be Completed</td>
<td>Evaluation of Task/Action Completed</td>
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</tr>
<tr>
<td>Task #4</td>
<td>Curriculum and Instruction Leadership Team, Instructional Staff</td>
<td>Continue to focus on providing targeted and systematic CAHSEE preparation</td>
<td>Alternative Education website</td>
<td>Ongoing</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment and Accountability**

<p>| Task #1 | Directors, Site Administrators, Curriculum and Instruction Leadership Team | Implement schedule for pre/post testing in Community School | Technology Team | Fall 2014 |
| Task #2 | Curriculum and Instruction Leadership Team, Curriculum Committees, PLC Teams | Develop and implement common formative assessments for all content areas, as part of the process of revising the curriculum design sequence documents. | CCSS training materials | Summer 2015 |
| Task #3 | Site Administrators, Curriculum and Instruction Leadership Team | Develop and implement a method for the systematic collection of benchmark assessment data | Aeries; Technology Team | Fall 2014 |
| Task #4 | Site Administrators, Curriculum and Instruction Leadership Team, Instructional Staff | Develop and implement a system for greater accountability in regards to the systematic implementation of strategies, programs, and curricula that have been adopted. | CCSS materials | Fall 2014 |</p>
<table>
<thead>
<tr>
<th>Area</th>
<th>Person(s)/Group(s) Assigned</th>
<th>Task/Action to be Completed</th>
<th>Resources</th>
<th>Date Task/Action to be Completed</th>
<th>Evaluation of Task/Action Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources and Support</strong></td>
<td></td>
<td>Implement a systematic, program-wide initiative to acknowledge and encourage positive student behavior</td>
<td>Positive Behavioral Interventions and Supports training materials</td>
<td>Fall 2014</td>
<td></td>
</tr>
<tr>
<td><strong>Task #1</strong></td>
<td>All Staff</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Professional Development and Collaboration</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Task #1</strong></td>
<td>Site Administrators, Curriculum and Instruction Leadership Team, Instructional Staff</td>
<td>Collect and analyze all student achievement data correlated to completed professional development activities and evaluate the effectiveness using a newly developed rubric</td>
<td>CCSS materials; KCSOS Curriculum, Instruction, and Accountability department</td>
<td>Fall 2014 - ongoing</td>
<td></td>
</tr>
<tr>
<td><strong>Task #2</strong></td>
<td>Site Administrators, Curriculum and Instruction Leadership Team, PLC Teams</td>
<td>Continue to build the culture of the Alternative Education PLC through regularly scheduled meetings to collaborate on curriculum and share best instructional practices</td>
<td></td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td><strong>Task #3</strong></td>
<td>Site Administrators, Curriculum and Instruction Leadership Team, Instructional Staff</td>
<td>Attend CCSS trainings provided by KCSOS Curriculum, Instruction, and Accountability department</td>
<td>KCSOS Curriculum, Instruction, and Accountability (ELA and math coordinators)</td>
<td>Spring 2014</td>
<td></td>
</tr>
<tr>
<td>Area</td>
<td>Person(s)/Group(s) Assigned</td>
<td>Task/Action to be Completed</td>
<td>Resources</td>
<td>Date Task/Action to be Completed</td>
<td>Evaluation of Task/Action Completed</td>
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</tr>
<tr>
<td>Task #4</td>
<td>Site Administrators, Curriculum and Instruction Leadership Team</td>
<td>Explore methods to increase participation on Focused Instructional Strategies Team (FIST)</td>
<td></td>
<td>Fall 2014</td>
<td></td>
</tr>
<tr>
<td>Task #5</td>
<td>Site Administrators, Curriculum and Instruction Leadership Team</td>
<td>Schedule program-wide training for <em>Step Up to Writing</em> instructional strategy</td>
<td>Reading Specialist</td>
<td>Fall 2014</td>
<td></td>
</tr>
<tr>
<td>Task #6</td>
<td>Site Administrators, Curriculum and Instruction Leadership Team</td>
<td>Schedule program-wide training for Odysseyware online program.</td>
<td>Odysseyware</td>
<td>Fall 2014</td>
<td></td>
</tr>
<tr>
<td>Task #7</td>
<td>Administrators, Instructional Staff</td>
<td>Schedule workshops for the “Countdown to CAHSEE” materials</td>
<td>Variety of online resources</td>
<td>Spring 2013</td>
<td></td>
</tr>
</tbody>
</table>
## English Language Development

**Goal #1:** To increase the proficiency level of English learners.

### Rationale for Goal:
Over the last three years, English Learners have accounted for approximately 17% of the Alternative Education student population. In addition, the majority of English Learners that come to the Alternative Education program score in the Intermediate range on the CELDT. Given these trends, it is important to help the English Learner population increase their language proficiency so that they can be successful.

### Growth Targets for 2013-14:
27% of Court School English Learners and 30% of Community School English Learners will move up one proficiency level on the CELDT during the annual testing window (July 1 - October 31) of each school year.

### Growth Targets for 2014-15:
29% of Court School English Learners and 32% of Community School English Learners will move up one proficiency level on the CELDT during the annual testing window (July 1 - October 31) of each school year.

### Growth Targets for 2015-16:
31% of Court School English Learners and 34% of Community School English Learners will move up one proficiency level on the CELDT during the annual testing window (July 1 - October 31) of each school year.

### Schoolwide Learner Outcomes Addressed:
- Effective Communicators
- Invested Learners
- Responsible Citizens

### Means of evaluating progress toward this goal (data to be collected):
Use state summative assessments, local formative assessments, including schoolwide benchmark assessments, and student work samples/portfolios to identify and monitor student progress.
- IEIF Forms
- ELD Fall/Spring semester reports
- CELDT test results
- English Language Gains Test (ELGT)
- CAHSEE test results
- STAR Renaissance Reading assessments (Pre/Post)
- Curriculum-embedded assessment results
- Teacher-generated assessment results

### Method of Monitoring and Reporting Progress:
WASC Leadership Team and SSC will regularly monitor Action Plan and report progress to all stakeholders at least annually. Action Plan will be modified, when necessary, at least annually. SSC, WASC Leadership Team and PLC teams will provide recommendations to site and program leadership to improve student achievement.

<table>
<thead>
<tr>
<th>Area</th>
<th>Person(s)/Group(s) Assigned</th>
<th>Task/Action to be Completed</th>
<th>Resources</th>
<th>Date Task/Action to be Completed</th>
<th>Evaluation of Task/Action Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td>Directors, Site Administrators, Curriculum and Instruction Leadership Team</td>
<td>Encourage teachers to regularly post content and language objectives</td>
<td>Language objective training materials, Alternative Education website</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td><strong>Task #1</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Area</td>
<td>Person(s)/Group(s) Assigned</td>
<td>Task/Action to be Completed</td>
<td>Resources</td>
<td>Date Task/Action to be Completed</td>
<td>Evaluation of Task/Action Completed</td>
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</tr>
<tr>
<td>Task #2</td>
<td>Site Administrators, Curriculum and Instruction Leadership Team, Instructional Staff</td>
<td>Use ELD/SDAIE strategies with fidelity</td>
<td>Alternative Education website, Fresno County Office of Education website</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Task #3</td>
<td>Directors, Site Administrators, Curriculum and Instruction Leadership Team</td>
<td>Continue to explore ways to provide additional ELD instruction</td>
<td>Ongoing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Assessment and Accountability

- **Task #4**
  - EL Resource Teacher, select Instructional Staff
  - Continue to maintain EL Share program-wide
  - Ongoing

- **Task #5**
  - Site Administrators, Curriculum and Instruction Leadership Team
  - Develop program-wide schedule for administration of the English Language Gains Test (ELGT)
  - Inside/Edge materials
  - Fall 2014

### Professional Development and Collaboration

- **Task #1**
  - Site Administrators, Curriculum and Instruction Leadership Team, Instructional Staff
  - Schedule trainer-of-trainers California ELD Standards training
  - KCSOS ELD Coordinator
  - Spring 2014

- **Task #2**
  - Site Administrators, Curriculum and Instruction Leadership Team
  - Schedule program-wide training for California ELD Standards training
  - KCSOS ELD Coordinator
  - 2014-15
<table>
<thead>
<tr>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal #3:</strong> To increase program-wide focus on the systematic application of technology in learning.</td>
</tr>
</tbody>
</table>

**Rationale for Goal:** Based upon self-study findings and the implementation of the Common Core State Standards and Smarter Balanced Assessments, the program recognizes the need to increase students’ access and use of technology to be productive members in a 21st century global economy. Effective use of technology in teaching and learning will help increase student engagement and thereby will have a greater impact on student achievement.

<table>
<thead>
<tr>
<th>Growth Targets for 2013-14:</th>
<th>Establish baseline from surveys administered in the spring of 2014.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth Targets for 2014-15:</td>
<td>Annual growth target to be determined after baseline is established.</td>
</tr>
<tr>
<td>Growth Targets for 2015-16:</td>
<td>Annual growth target to be determined once previous year’s growth target is established.</td>
</tr>
</tbody>
</table>

**Schoolwide Learner Outcomes Addressed:** Effective Communicators, Invested Learners, Responsible Citizens

**Means of evaluating progress toward this goal (data to be collected):**
- Student surveys
- Staff surveys
- Needs assessment

**Method of Monitoring and Reporting Progress:** WASC Leadership Team and SSC will regularly monitor Action Plan and report progress to all stakeholders at least annually. Action Plan will be modified, when necessary, at least annually. SSC, WASC Leadership Team and PLC teams will provide recommendations to site and program leadership to improve student achievement.

<table>
<thead>
<tr>
<th>Area</th>
<th>Person(s)/Group(s) Assigned</th>
<th>Task/Action to be Completed</th>
<th>Resources</th>
<th>Date Task/Action to be Completed</th>
<th>Evaluation of Task/Action Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Directors, site administrators</td>
<td>Conduct a technology-related needs assessment; prioritize program needs and work with County Office Technology Department to purchase and implement equipment and software needed to administer Smarter Balanced assessments and provide CCSS technology-embedded instruction</td>
<td>KCSOS Technology department; Curriculum, Instruction, and Accountability department; CCSS materials</td>
<td>Spring 2014 - ongoing</td>
<td></td>
</tr>
<tr>
<td>Area</td>
<td>Person(s)/Group(s) Assigned</td>
<td>Task/Action to be Completed</td>
<td>Resources</td>
<td>Date Task/Action to be Completed</td>
<td>Evaluation of Task/Action Completed</td>
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</tr>
<tr>
<td>Task #2</td>
<td>Curriculum and Instruction Leadership Team, Instructional Staff</td>
<td>Create and administer a Student Use of Technology and Proficiency survey</td>
<td>Student Use of Technology and Proficiency survey</td>
<td>KCSOS Education Technology/CTAP teacher</td>
<td></td>
</tr>
<tr>
<td>Task #3</td>
<td>Site administrators, Curriculum and Instruction Leadership Team, Instructional Staff</td>
<td>Increase availability and use of technology that can be integrated and used by all instructional staff and is compatible with textbook publisher resources, online instruction, and Smarter Balanced Assessments</td>
<td>Technology Team; KCSOS Curriculum, Instruction, and Accountability department</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Task #4</td>
<td>Site administrators, Curriculum and Instruction Leadership Team, Instructional Staff</td>
<td>Implement Odysseyware online learning platform program-wide</td>
<td>LEA Technology committee</td>
<td>Fall 2014</td>
<td></td>
</tr>
<tr>
<td>Task #5</td>
<td>Curriculum and Instruction Leadership Team, Technology Team</td>
<td>Explore the use of Aeries student information management system to track textbooks</td>
<td>Technology Team</td>
<td>Summer 2014</td>
<td></td>
</tr>
<tr>
<td>Task #6</td>
<td>Site administrators, Curriculum and Instruction Leadership Team, Instructional Staff</td>
<td>Provide professional development and technical support to staff for newly purchased and implemented equipment, software, and programs</td>
<td>Technology Team</td>
<td>Ongoing</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix A: Kern County, California -- Census Data for Incorporated Cities

<table>
<thead>
<tr>
<th>City</th>
<th>Population</th>
<th>Largest Industries (% Employed in each)</th>
<th>Race</th>
<th>Language Other than English Spoken at Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arvin</td>
<td>19,304</td>
<td>1. mining 46.0%</td>
<td>2. White 92.7% 5.1% 0.5%</td>
<td>88.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Educational services, and health care and social assistance 15.9%</td>
<td>Black or African American 0.7% 0.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Retail trade 17.4%</td>
<td>American Indian and Alaska Native 0.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Native Hawaiian and Other Pacific Islander 8.5%</td>
<td></td>
</tr>
<tr>
<td>Bakersfield</td>
<td>347,483</td>
<td>1. assistance 22.9%</td>
<td>2. Black or African American 7.9% 0.5%</td>
<td>37.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Retail trade 11.6%</td>
<td>American Indian and Alaska Native 0.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Arts, entertainment, and recreation, and accommodation and food services 9.1%</td>
<td>Native Hawaiian and Other Pacific Islander 5.8%</td>
<td></td>
</tr>
<tr>
<td>California City</td>
<td>14,120</td>
<td>1. Public Administration 30.4%</td>
<td>2. Educational services, and health care and social assistance 11.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Administrative and waste management services 10.6%</td>
<td>20.5%</td>
</tr>
<tr>
<td>Delano</td>
<td>53,401</td>
<td>1. mining 34.3%</td>
<td>2. Retail trade 13.8%</td>
<td>73.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Arts, entertainment, and recreation, and accommodation and food services 9.1%</td>
<td></td>
</tr>
<tr>
<td>Maricopa</td>
<td>1,154</td>
<td>1. mining 21.3%</td>
<td>2. Retail trade 16.3%</td>
<td>24.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Arts, entertainment, and recreation, and accommodation and food services 9.1%</td>
<td></td>
</tr>
<tr>
<td>McFarland</td>
<td>12,707</td>
<td>1. mining 53.3%</td>
<td>2. Retail trade 16.3%</td>
<td>84.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Arts, entertainment, and recreation, and accommodation and food services 9.1%</td>
<td></td>
</tr>
<tr>
<td>Ridgecrest</td>
<td>27,616</td>
<td>1. Public Administration 21.4%</td>
<td>2. Professional, scientific, and management, and administrative and waste management services 17.3%</td>
<td>12.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Retail trade 16.3%</td>
<td></td>
</tr>
<tr>
<td>Shafter</td>
<td>16,988</td>
<td>1. mining 32.3%</td>
<td>2. Retail trade 16.3%</td>
<td>67.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Arts, entertainment, and recreation, and accommodation and food services 9.1%</td>
<td></td>
</tr>
<tr>
<td>Taft</td>
<td>9,327</td>
<td>1. mining 27.4%</td>
<td>2. Retail trade 16.3%</td>
<td>34.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Construction 11.7%</td>
<td></td>
</tr>
<tr>
<td>Tehachapi</td>
<td>14,414</td>
<td>1. assistance 19.4%</td>
<td>2. Public Administration 15.4%</td>
<td>24.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Arts, entertainment, and recreation, and accommodation and food services 9.1%</td>
<td></td>
</tr>
<tr>
<td>Wasco</td>
<td>25,545</td>
<td>1. mining 33.3%</td>
<td>2. Retail trade 10.6%</td>
<td>64.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Arts, entertainment, and recreation, and accommodation and food services 9.1%</td>
<td></td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, 2007-2011 American Community Survey (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)
Appendix B:
KCSOS Alternative Education
2014 WASC Self-Study Organizational Structure

Alternative Education
Carlos Rojas and Christian Shannon, Directors

Administrators

WASC Leadership Team (2 teachers, 2 specialists, 1 counselor, 1 instructional aide, 2 principals, 1 VP)

FOCUS GROUPS
Organization: Vision & Purpose, Governance, Leadership, & Staff Resources
Standards-based Student Learning: Curriculum
Standards-based Student Learning: Instruction
Standards-based Student Learning: Assessment & Accountability
School Culture & Support for Student Personal & Academic Growth

Students and Parents

Partner Agencies: Kern County Probation Dept., Mental Health providers, and other service providers

Referring Districts

FOCUS GROUPS & HOME

HOME GROUPS
ELA & Reading Intervention
Math
Social Studies
Science
Elementary & Junior High
Self-Contained
Independent Study
Special Education

Curriculum Committee

Classified Staff

Transition Counselors

Court and Community School Site Councils

Court and Community School English Language Advisory Committees

Lead Teacher Committee
<table>
<thead>
<tr>
<th>Dates</th>
<th>Math</th>
<th>Location</th>
<th>ELA &amp; Literacy</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10/2013</td>
<td>Mathematical Practices</td>
<td>Room 202 (1 group)</td>
<td>Close Reading, Evidence-based Questions, and Text Complexity</td>
<td>Room 101 (1 group ONLY)</td>
</tr>
<tr>
<td>10/8/2013</td>
<td>Mathematical Practices</td>
<td>Room 203 (1 group)</td>
<td>Close Reading, Evidence-based Questions, and Text Complexity</td>
<td>Rooms 101 and 201 (1 group ONLY)</td>
</tr>
<tr>
<td>11/12/2013</td>
<td>Strengthening Textbooks for CCSS</td>
<td>Room 202 (1 group)</td>
<td>Collaboration, Research, and Technology</td>
<td>Rooms 201 and 204 (2 groups)</td>
</tr>
<tr>
<td>12/10/2013</td>
<td>Strengthening Textbooks for CCSS</td>
<td>Room 202 (1 group)</td>
<td>Collaboration, Research, and Technology</td>
<td>Rooms 201 and 204 (2 groups)</td>
</tr>
<tr>
<td>1/7/2014</td>
<td>Unit Planning and Design</td>
<td>Room 202 (1 group)</td>
<td>Strengthening Textbooks for CCSS</td>
<td>Rooms 201 and 204 (2 groups)</td>
</tr>
<tr>
<td>2/12/2014</td>
<td>Unit Planning and Design</td>
<td>Room 202 (1 group)</td>
<td>Strengthening Textbooks for CCSS</td>
<td>Rooms 101 and 204 (2 groups)</td>
</tr>
<tr>
<td>3/11/2014</td>
<td>Assessment Literacy</td>
<td>Room 101 (1 group)</td>
<td>Assessment Literacy</td>
<td>Room 204 (1 group)</td>
</tr>
<tr>
<td>4/8/2014</td>
<td>Assessment Literacy</td>
<td>Room 101 (1 group)</td>
<td>Assessment Literacy</td>
<td>Room 204 (1 group)</td>
</tr>
</tbody>
</table>

Note: All trainings scheduled from 1:30 – 3:30 PM at the Reider Center