

Santa Clara County Office
of Education
Alternative Schools
Department

A model of excellence
for Alternative
Education Students

SCCOE GOALS

- ▣ **Goal 1: Advocacy and Leadership** – SCCOE will be the central, active leader and voice on critical education issues.
- ▣ **Goal 2: SCCOE Student Programs** - SCCOE schools will be “models of excellence” in student learning and well-being.
- ▣ **Goal 3: Service to Districts** – SCCOE services will be indispensable to schools and districts in the county.
- ▣ **Goal 4: Service Other Customers** – SCCOE will be a value-added partner to student families, businesses, and governmental and community-based organizations.
- ▣ **Goal 5: SCCOE Staff and Operations** – SCCOE will be the premier employer in Santa Clara County with an organizational culture that supports employee success.

Research

- ▣ McLaughlin, Atukpawu & Williamson, **Alternative Education Options in California, the Jon W. Gardner Center for Youth and Their Communities, March 2008**
 - Appropriate Adult Role Models
 - Academic Accountability
 - Coordinated approach to services – Creating a continuum of care for the vulnerable student population

Research

- ▣ Janet Knoeppel, **A Better Alternative, Leadership, April 2007**
 - A caring staff and strong support
 - Small classes
 - A leader who demonstrates passion and commitment for the students, staff and the school
 - Strong central office support
 - Designing programs that hook disinterested students

Research

- ▣ Poirier Quinn, Gable Faller & Tonelson, **An Examination of School Climate in Effective Alternative Programs**, Preventing School Failure, Fall 2006
 - Create personalized environments in which students feel respected and fairly treated and where expectations for social, interpersonal and academic success are supported

Research

- ▣ Tary Tobin & Jeffery Sprague, **Alternative Education Strategies: Reducing Violence in School and the Community**, Journal of Emotional and Behavioral Disorders, Fall 2000
 - Low ratio of students to adults
 - Highly structured classroom with positive behavioral classroom management
 - Adult mentors at school
 - Individualized behavioral interventions
 - Social skills instruction
 - High quality academic instruction
 - Parent involvement
 - Strong organizational support
 - Accountability

Research

- ▣ Diane Powell, **Demystifying Alternative Education: Considering What Really Works, Reclaiming Children and Youth**, Summer 2003
 - Availability of one-on-one interaction between staff and students
 - Climate that supports learning
 - Opportunities for relevant experiences that are consistent with students' future goals.
 - Opportunities for students to develop and exercise self-control in decision making
 - A caring environment that builds and fosters resilience
 - Training and support for teachers

Research

- ▣ Cynthia Franklin, **Alternative School Programs for At-Risk Youths**, Social Work in Education, October 1992
 - Small size
 - Supportive environment
 - Individual programming
 - Autonomy and democratic structure
 - Broad participation of family and community
 - Well-defined standards and rules
 - Targeted services
 - Accountability and constant evaluation
 - Integration of characteristics into mainstream schools

A MODEL OF EXCELLENCE FOR A “COMMUNITY” (INCLUSIVE, ALL ENCOMPASSING) ASD SCHOOL:

ASD Vision...

To be “models of excellence in student learning and well-being” we are committed to instruct, inspire and support our students by providing opportunities for them to discover their potential, develop their character, and maximize their learning so they may become independent, life-long learners and productive citizens.

Our Mission...

Our students will learn in a personalized environment that fosters human dignity and promotes academic, social, emotional and personal success.

Our Philosophy...

Our dedicated and caring staff believes that all students can learn, and that quality learning and teaching strategies will help students achieve success by:

- ❑ Teaching, and encouraging our students to succeed academically, behaviorally, and emotionally in a safe and secure environment of caring, respect, and acceptance.
- ❑ Building resiliency, independence and positive character.
- ❑ Focusing on each student's talents, learning styles and strengths.
- ❑ Promoting student learning through a rigorous, relevant, and realistic standards-based curriculum.
- ❑ Gathering data on student progress and adjusting instruction to maximize learning.
- ❑ Designing learning strategies that foster student success.
- ❑ Encouraging collaboration with parents, educators and community stakeholder

Our Goal ...to make an immediate difference in the lives of our unique learners through:

- ▣ **A safe and orderly school culture and climate that supports student personal development and social and academic growth**
 - Research-based tolerance program and gang intervention (Violence Prevention Grant)
 - Confluent curriculum that addresses the affective (Personal/Social) needs of the students
 - Primary language support and cultural proficiency and competency

- ▣ **Rigorous and relevant standards-based curriculum**
 - HQT Teachers in core subjects
 - Data driven assessment and instruction – “Assessment for Learning” and School Plan
 - Project-based and “Challenge-Based” learning
 - High quality differentiated English Language Development program

Continued

- ▣ **Site-based leadership: Principal or assistant principal on site**
 - Supports training and retention of HQT staff
 - Leadership supporting continuous improvement
 - Administrative liaison to referring schools

- ▣ **Site-based support staff: counselors, public and private agency support, etc.**
 - Every student will have a “Student Action Plan for Success”
 - Adult support to build resiliency, independence and positive character
 - Ongoing collaboration with parents and other stakeholders (Probation, Behavioral Health, Public Health)
 - Focus on healthy living, nutrition, and wellness

Continued

- **Site-based Career Technical Education programs**
 - Build career pathways with ROP keystone certification programs such as Culinary Arts, Computer Applications, Construction Technology, Auto Services and Green Careers
 - Reinforce life and career skills through “School to Career” curriculum and career assessment and exploration
 - Development of post-secondary plan – Work, college or technical training

- **A campus populated by role models with multiple talents and experiences to work in partnership to support student learning and social development.**
 - Encourages an adult connection for every student
 - Provides multiple use partnerships with public and nonprofit agencies that support positive student development

- **Multiple SCCOE programs at a site such as post-senior special education and Head Start.**
 - Provides opportunities for service learning and community service for Alternative Education Students
 - Builds positive connections and the rewards of service

Continued

- ▣ **State of the art technology**
 - Research based and web-based high quality intervention programs to support unique learners
 - A credit recovery program to meet individual student need
 - GED assessment and preparation program
 - State of the art communication tools – Aeries, School Plan and Connect Ed.
 - Students will become technologically proficient

- ▣ **Room for growth of the program**
 - No student will be placed on a waiting list or delayed in starting school
 - Transition Center – Ensure immediate enrollment and placement

**“We must be the
change we want
to see in the
world”**

Mahatma Gandhi