

SANTA ROSA CITY SCHOOLS  
Office of the Assistant Superintendent of Curriculum and Instruction, 7-12

**DISCUSSION OF SECONDARY ALTERNATIVE EDUCATION  
PROGRAM NEEDS**

August 24, 2011

ISSUE

The Board will discuss the proposed alternative educational opportunities that were previously presented in April 2011 in order to guide staff on the development of an implementation timeline.

PREVIOUS BOARD ACTIVITY

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| April 9, 2008    | The Board of Education approves revisions to Board Policy 5126 (the new CSBA number is 6146.1) Graduation Requirements and corresponding Administrative Regulation, establishing District Placement Committee. |
| Nov. – Dec. 2009 | The Board of Education takes public comment on proposed budget reductions.   |
| Feb. 10, 2010    | The Board of Education approves changes in the staffing ratio at three of the four Necessary Small High Schools.   |
| March 10 2010    | The Board discusses revisions to 6146.1 which would establish an alternate course of study.  |
| March 24, 2010   | The Board approves revisions to 6146.1 establishing the 180-credit Alternative Diploma   |
| May 26, 2010     | The Board receives an update on secondary alternative options.   |
| April 27, 2011   | The Board discussed baseline data points for the class of 2010 and discussed future secondary program needs.   |

EXHIBIT MATERIAL

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| Pages 1-66 | Copy of April 27, 2011, Board Report—<br>Analysis of Baseline Data Points for the Class of 2010 and<br>Discussion of Future Secondary Program Needs<br>( <i>Full report included for review</i> ) |
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DISCUSSION

Staff is currently in the process of collecting critical data points regarding the Class of 2011 in order to present the Board with the second comprehensive report regarding graduating class statistics and the related program analysis. As this is the second time staff is working on this type of comprehensive report, it is anticipated that the data will be ready for Board review prior to the end of this semester. In addition, preliminary discussions with alternative education administrators have already occurred in anticipation of holding site level meetings to discuss the alternative education needs described later in this report.

As has been stated and discussed in the past, here in SRCS, approximately 7% of secondary students receive their education through the alternative education programs

offered at Ridgway Continuation High School, Lewis Opportunity, one of the four Necessary Small Schools, or the Independent Study program. Staff analysis shows that the average percentage of students served through alternative programs in California is 10-12%. In order to reach the upper parameters of this average, SRCS would need to increase alternative programs seats by over five hundred.

In order to gain guidance regarding the timeline to implement previously discussed alternative program proposals, staff is presenting the following update.

#### **UPDATE REGARDING ALTERNATIVE EDUCATION PROGRAM NEEDS**

As a snapshot of enrollment on March 10, 2011, there were approximately 770 students enrolled in alternative education. Of these placements, over half, approximately 430 students, were from grades 9 and 10. This emphasizes the increased demand for alternative placements for students who are younger than sixteen. Given the identified need for increased opportunities for students in grades 9 and 10, a review of Opportunity Education is provided.

#### **OPPORTUNITY EDUCATION—**

Opportunity education is considered an intervention program providing additional support for students who are habitually truant or irregular in attendance, insubordinate or defiant while in attendance and unsuccessful academically. Placements may be made voluntarily or involuntarily. In SRCS, Lewis Opportunity School serves students in grades 7-10, although our application on file with CDE was approved for serving grade 7-12 students.

#### **2012-13 RECOMMENDATIONS:**

- 1) *Establish a 9-10 Opportunity Program on a High School campus that does not currently have an alternative education option, and establish a 7-8 grade Opportunity Program on a Middle School campus (preferably in a feeder pattern configuration). Engage principals and staff early in 2011 to develop a service learning component and engage the community and community resources to support the revitalized opportunity program. In spring, recruit staff and provide professional development regarding the service learning component.*
- 2) *In addition, establish a one room schoolhouse 9-10 opportunity program, with a mentoring component, focused on providing online education options for students who wish to focus on a credit recovery and additional opportunities for use of technology to enhance learning. These technology enhanced courses designed for “next generation” learners would be interactive and employ state of the art media that may create another avenue to enhance the engagement of students who grew up with access to technology and are considered “digital natives”, but are not yet thriving in the regular academic environment.*

#### **CONTINUATION EDUCATION--**

Continuation Education is a high school diploma program for students 16 years of age or older who are deemed at risk of not completing graduation requirements. Ridgway High School has a maximum enrollment of 300 students, most of whom have been placed

voluntarily through referral from their home school or through the recommendation of the District Wide Placement Committee. There are also some students placed involuntarily through the expulsion and the ARPC processes. Ridgway serves second year 9th graders and students in grades 10-12 and maintains a waiting list of 80-100 students. Due to Ridgway's limited enrollment and the relatively small size of its staff, Ridgway has been unable to serve students who have English proficiency at CELDT Levels 1 and 2 and whose most realistic goal is the successful completion of the GED or CHSPE exams. Students at Ridgway do not need to complete a pathway requirement.

2012-2013 RECOMMENDATION:

- 3) *Increase alternative education placements by creating a Ridgway Satellite under the auspices of the already approved 9-12 Opportunity Program, in effect providing an option that is not limited by the 16 years of age requirement specified for continuation education. Focus program on serving the needs of English Language Learners and other students who are not currently served by the continuation school model.*

**PREGNANT MINOR AND TEEN PARENT PROGRAM—**

Nueva Vista, located on the Lewis Education Center, has an enrollment of approximately 50 teen parent and pregnant minor students, along with 12 toddlers in the district's CALSAFE program. Once the Board took action in spring 2009 to close Lewis Adult School, Nueva Vista was no longer able to offer its students the increased elective offerings and flexible schedule that was available when girls could co-enroll in the Adult School. The students in the other three Necessary Small High Schools have frequent opportunities to enroll in classes on their main campuses during the instructional day and they can participate in afterschool credit recovery classes on the main campuses as well.

The school has been able to offer students Cyber High during the instructional day which has helped with credit recovery. The attendance and graduation rate for this program would improve were it to be located on another campus that would give the students increased course offerings, along with more options for credit recovery. In addition, were the Lewis Opportunity Program to be relocated, it would be difficult to adequately supervise a single program remaining on that campus. The YouthBuild program, part of the John Muir Charter Schools, has expressed interest in the Nueva Vista facilities.

2012-13 RECOMMENDATION:

- 4) *Relocate the Nueva Vista Teen Parent/Pregnant Minor and the CALSAFE programs to Ridgway High School. This recommendation would need to be carried out in tandem with the establishment of the 9-12 satellite programs in order to prevent capacity issues at Ridgway.*

**CTE HIGH SCHOOL--**

While the district provides a wide range of Career Pathway programs at all of the comprehensive high schools, they include only three courses out of the twenty-two necessary for graduation. A successful CTE model for alternative education includes integrated core and CTE studies with substantial time spent in the focus area for CTE.

Core academic areas will cover all state/national standards and will have an applied or hands-on instructional approach. Students will spend up to three hours per day in their CTE courses, which will lead to state licensure or apprenticeship programs in the senior year of high school. On April 13, 2011, the Board of Education received information about the National Association of Manufacturers certification program, which is one model for integrated CTE instruction.

Alternative CTE high school programs can take place in existing facilities on the comprehensive high school campuses or as stand-alone programs. If programs occur in existing facilities, a non-traditional schedule will need to be implemented to have access to CTE classrooms and shops after the regular school day. Core instruction can take place on the comprehensive campus, or through a combination of direct instruction and distance learning. The district may also choose to establish a separate CTE alternative high school, which will require the acquisition of equipment and facilities. If the program is set up as a standalone school, it is recommended that the CTE industry area(s) should be different than what is offered at the comprehensive sites, if it fits with the workforce needs of Sonoma County and the greater Bay Area.

2011-12 RECOMMENDATION:

- 5) *Conduct feasibility study on possible program structures, costs, and industry sectors, for implementation in the 2012-13 school year.*

Previously presented as part of the alternative education report, and tonight being presented as a stand-alone item is an update of the activities to ensure that SRCS opens its first distance learning charter high school in the fall of 2012. Staff seeks guidance regarding the five proposed alternative education recommendations.

FISCAL, STAFFING AND FACILITIES ISSUES

- Fiscal: Should the district develop a program that recovers approximately 50% of the average number of annual dropouts (123 students), an additional \$735,000 in ADA funding would be collected (minus the cost of building maintenance, materials and staffing).
- Staffing: Staffing implications TBD depending upon program expansion.
- Facilities: Facility implications TBD depending upon program expansion.

SUPERINTENDENT'S RECOMMENDATION

This is a Discussion Item.

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