

# **Alternative Education Review Plan**

**Santa Rosa City Schools  
September 23, 2015**

# SRCS Alternative Schools and Programs

Ridgway High School

Independent Study

Mesa High School

Midrose High School

Grace High School

Home and Hospital

Bridge Academy

# SRCS Alternative Settings

School	Enrollment	Administration	Certificated Staff	Classified Staff
Ridgway	263	.95	19	9.375
Ind. Study	148	.05	5.4	.75
Mesa	48	.10	2.9	.50
Midrose	63	.10	3.4	.50
Grace	67	.10	3.6	.50
Home & Hospital	10*	.10	5.97	.50
<b>TOTAL</b>	<b>599</b>	<b>1.4</b>	<b>40.27</b>	<b>12.13</b>

\*Additional students will be enrolled in Home and Hospital

# Alternative Education Settings by Ethnicity

	Ridgway	Ind. Study	Mesa	Midrose	Grace	Home Hospital	Total	%
Hispanic/Latino	142	68	9	57	48	6	330	55.1%
American Indian/Alaskan Native	9	4	1	0	3	0	17	2.84%
Asian	6	3	0	1	1	0	11	1.84%
African American	5	4	1	3	1	0	14	2.34%
Native Hawaiian/Pacific Islander	3	0	0	0	3	0	6	1.00%
White	73	69	34	2	7	4	189	31.6%
Two or More Races	25	0	3	0	4	0	32	5.34%
<b>Total</b>	<b>263</b>	<b>148</b>	<b>48</b>	<b>63</b>	<b>67</b>	<b>10</b>	<b>599</b>	<b>100%</b>

# The Questions to Explore;

## Data to Collect

*What do our alternative education programs need to provide to ensure students are prepared to enter college, technical training and employment that creates the opportunity for them to flourish?*

# The Questions to Explore; Data to Collect

*Do the demographics of each alternative program mirror that of the district/school?*

# The Questions to Explore; Data to Collect

*When do we think about alternative placement? After years of failure or early enough to ensure success?*

# Common Characteristics of Successful Alternative Education Programs

- Leadership that is coordinated, sets a mission, and is responsive to student needs.
- Collaborative partnerships that integrate family, school and community efforts.
- A positive school culture that encourages safety, high expectations and reciprocity.
- A strong academic program with ambitious professional development and regular student assessment.
- Students as the focal point of all decisions.

# Raising the Bar, Building Capacity: Driving Improvement in California's Continuation High Schools

## ***STATE LEVEL EXPECTATIONS:***

- Clarify Academic Goals in meeting the California Standards.
- Review the process of transferring students to alternative education (least restrictive environment).
- Accountability for results by strengthening the Alternative School Accountability Model (ASAM).
- Reward continuous student proficiency-based growth at the school level.
- Provide all continuation students pursuing a regular diploma with the option for full day instruction.
- Extend learning time to build instructional capacity and expand learning opportunities through collaboration with community partners.
- Student identification and placement policies should be written and transparent and available to all stakeholders.

# Raising the Bar, Building Capacity: Driving Improvement in California's Continuation High Schools

- Strengthen the ASAM data collection and analysis systems by including all alternative options programs for purposes of collecting accurate student information.
- Invest in a fully functional CALPADS to strengthen district and school-level educators' ability to assess school, programs and student level over time.
- Fund targeted supports and reward for instructional innovation in continuation schools and promote accountability for results by funding rigorous evaluation of innovative practices.
- Assess student performance data to track the number and characteristics of students who have become over-aged and under-credited.
- Assess when in the school trajectory most students begin to fall behind and for what reasons.
- Provide ongoing professional development opportunities that reflect the unique demands of alternative education.
- Include continuation high schools in a system-wide effort to spur innovation, adoption of best practices, and reform in secondary schools.

# Alternative Education Plan Process 2015-16

- In October, a focus group will be identified that represents each of the Alternative Education sites.
- The focus group will identify the areas for review based on the Alternative School Accountability Model (ASAM), research based recommendations for continuation schools, and the study conducted by the California Alternative Education Research Project.
- Along with the identified review areas, the questions to explore will also produce data that will be used in the review process.
- The focus group will provide input to interview questions that will be asked to **students, parents, staff and community members.**
- In March, the information gathered from the review, the data analysis and the interview questions will provide the basis for recommendations to be presented to the Board of Education about the future of alternative education programs in Santa Rosa City Schools.

# Resources

- Raising the Bar, Building Capacity – Driving Improvements in California’s Continuation High Schools. [Link](#)
- Alternative Education Options: A Descriptive Study of California Continuation High Schools. [Link](#)
- Report on the Alternative Education Program for the Santa Clara Office of Education. [Link](#)
- ASAM School Performance, Alternative School Performance on ASAM Accountability Indicators. [Link](#)