

chapter **four** c

Support For Student Personal and Academic Growth

C.1 Student Connectedness Criterion

To what extent:

- are students connected to a system of support services, activities and opportunities at the school and within the community that provide support for the achievement of program standards, including expected learning results for students?

Student Support Services

Students receive support services through the following:

- ESL orientation and assessment
- Academic counseling and assessment
- Distance Learning
- Community referrals for employment opportunities, occupational training centers, physical and mental health agencies, colleges, and public social services
- Classroom visitations providing information on KSFCAS and DACE opportunities
- Book and student ID sales
- Concurrent enrollment of high school students

Student Placement/Counseling

Support is given to a student upon intake. ESL students are given an oral placement test by the ESL coordinator. These services are available Mondays through Thursdays from 7:30 a.m. until 12:30 p.m. and from 6:00 p.m. until 8:30 p.m., and on Fridays from 7:30 a.m. until 12:30 p.m. at the Rinaldi Adult Center and at the San Fernando and Sylmar High School sites from 6:00 to 9:00 p.m. At all other locations, student intake is provided by the instructor.

Academic students are given the TABE D.7 reading comprehension test either by a Teacher Advisor or the Assistant Principal of Adult Counseling Services (APACS). Academic counseling is available at the Rinaldi Adult Learning Center Tuesdays, Wednesdays and Fridays from 7:30 a.m. until 4:00 p.m., Mondays through Thursdays from 6:00 until 9:30 p.m. Academic counseling is available at the San Fernando site Mondays through Thursday from 6:00 until 8:45 p.m. After testing, students are counseled as to their academic placement. If high school transcripts are available, the counselor will evaluate and place the student accordingly.

Concurrently enrolled high school students must bring a referral permit form from the sending high school. At Sylmar High School, Kennedy High School, Northridge Academy High School, Verdugo Hills High School and Granada Hills Charter High School, the adult teachers register the concurrent students into their classes.

In all other classes (such as personal interest, parent education, vocational education, older adults, adults with disabilities, and citizenship), intake and registration is performed either at the counter or at most branch locations, by the instructor.

Support Services

ESL advancement continues after placement by the classroom teachers who give CASAS tests and promotional exams during each term that the student attends their class. Students who complete ESL Advanced Low are tested for the Eighth Grade Diploma using the Reading, Math and Language Arts portions of the TABE M.7. After academic adult students are tested with the TABE D.7, placement takes place. Students must master a minimum score of 8.0 (eighth grade) in order to be enrolled in high school courses. Students who test below 8.0 are referred to the Adult Basic Education (ABE) program until they are re-tested at an 8.0 level.

Students are counseled on their options for achieving a high school diploma or GED preparation. Students who have not passed the California High School Exit Exam (CAHSEE) and desire a high school diploma are placed in CAHSEE Preparation, along with regular coursework. Upon completion of academic

enrollment, students are given an appointment slip to return to the counseling office in approximately two weeks to meet with their counselor and discuss progress, achievement and goals. As a reward to keeping this appointment, students are given a school planner especially designed for the Kennedy-San Fernando CAS academic calendar.

At off-site campuses for adults with disabilities, older adults in skilled nursing centers and adult day health care locations there is a Memorandum of Understanding on file. This memorandum sets guidelines and supports the instructor in maintaining a smooth and orderly classroom environment.

The Uniformed Complaint Procedure, which applies to all sites, sets guidelines for assuring that all employees and students will be “free from unlawful discrimination”.

Program supervisors routinely observe classrooms to offer constructive critiques and to assist the instructor with support, e.g. handouts on upcoming in-service trainings, ordering of needed materials and instructional guidance.

ESL, ABE, and HS/GED students receive planned presentations on educational and career pathways and support services each term. However, there is a need to build a system to insure that students in program areas beyond programs are regularly informed about vocational and educational opportunities as well as employment options and financial aid assistance.

Student Recognition

Achievement is recognized in the ESL programs by the awarding of Certificates of Competency, Eighth Grade Diplomas, and GED Certificates. In addition, there are certificates given for perfect attendance, individual completion of the ESL levels, and computer literacy. Students are also awarded incentive prizes for completing Distance Learning lessons.



Caption ????

In June, high school graduates, GED recipients, eighth grade diploma students, and those receiving ESL Certificates of Competency are recognized with a ceremony. Numerous scholarships are awarded at this event. Of special note are two KSFCAS scholarships in memory of inspirational leaders who recently passed away: Arthur Kamii and Helen Schwab. The former awards \$1,000 for outstanding scholarship and the latter \$500 for notable perseverance.

Students in other classes such as brain fitness, parent education, and students with disabilities are recognized for their participation and achievement throughout the school year.

Additional Support Services include:

- Enrollment of foster care students through group homes such as Penny Lane
- Academic Scholarships
- Referrals to other educational facilities
- School-Wide Activities
- Classes held in community based agencies
- Daily delivery of the newspaper to various classrooms
- Representatives from KSFCAS participate in numerous community-based fairs, conferences and meetings
- GED testing
- CAHSEE testing
- Informational letters to all feeder high school counselors
- Children in CBET classrooms
- Developmental Learning materials given to assist parents in CBET
- Donations to other support agencies
- Student Council activities
- Classes offered at numerous locations, e.g. convalescent hospitals, mental health agencies, schools, community centers, etc.



Caption ????

Evidence

- SIS report of concurrent course completions (10-2007) shows number of concurrents served by KSFCAS
- Student discipline forms used to provide counseling support for teachers and students
- Student appointment slips for counseling meetings used to provide appointments for students to discuss setting goals and promote learner persistence
- Samples of CBET classroom materials supports student learning
- Schedules of workshops for parents (CBET) supports student learning
- Schedules of lessons planned for older adults and students with disabilities supports student learning
- Rainbow Resource Guide (located in APACS office) used for assisting with community referrals
- TABE D 7 (located in APACS office) reading test used to establish academic students' reading levels
- Eighth Grade Diploma given to ESL students when academic requirements are met
- Letter to high school counselors listing programs available to concurrent high school students supports student outreach and recruitment
- M.O.U.'s: DACE Guidelines for Older Adults and Adults with Disabilities # 52 & 55
- Title IX Policy Complaint Procedure.

C.2 Community/Parent Involvement Criterion

To what extent:

- does the leadership employ a wide range of strategies to ensure that business and community involvement is integral to the support system for students?

Community/business involvement is achieved through partnerships with a variety of agencies such as: the Urban Educational Partnership "School Readiness Initiative" and Broadous "Ready for School" which support children 0-5 and their parents; Penny Lane, a group home for minor students; Options for Youth as well as other youth service agencies; Valley Interfaith Council; Alicia Broadous Duncan multi-purpose Senior Center and others for services to older adults; Tierra Del Sol and others for services to Adults with Disabilities; various community/business agencies provide educational services in the community such as The Learning Alliance Partnership with Economic Alliance of the San Fernando Valley.

Outreach is conducted to businesses in need of ESL and basic skills instruction. The Urban Education Partnership holds monthly in services on parenting skills. Support is also given by occupational centers that, in addition to referring students to specific programs, participate in Career/College night as well as do the local community colleges and the armed forces.

Donations are regularly given to the school from such businesses as Sees Candies, Walgreens, Steinmart, etc. These donations promote community spirit and encourage student participation in the ESL Distance Learning Programs. Appreciation is also given for community partners at the semi-annual community appreciation day.

The Red Cross provides CPR classes in Spanish for the CBET Infant Care Aides. Kennedy-San Fernando CAS provides recognition of our community partners in the bi-annual Community Appreciation Day. El Nido, Friends of the Family, provides speakers for students. Kennedy-San Fernando CAS teachers conduct site personnel training at Terra del Sol.

Community organizations are kept involved in the school's programs through invitations to attend our Thanksgiving Assembly, International Day, and our Graduation celebrations, as well as through our annual community advisory meetings, etc.

Evidence

- Student Survey (2007) shows school's rating of service (C.1.c)
- New class openings/flyers demonstrates opening of new classes to support the community needs (C.1.d & C.1.e)
- Parent education flyers various flyers and brochures give to parents to support the communities involvement in the school district (C.1.d)
- Flyers announcing Employment opportunities communities involvement in hiring students
- Letter from instructor on "Business Support" details topics in which community members have lectured to students in the classroom (C.1.e)
- Packet of Community Appreciation Day evidence of community involvement (A.b.d.)
- Flyers and letters of community "mixers", fares and Chamber of Commerce events in which KSFCASstaff members have participated in demonstrates community involvement (C.1.e)
- Flyers to students announcing community events demonstrates the communities involvement (C.1.d)



Caption ?????

Areas of Strength

1. KSFCAS maintains strong relations with public schools within the service area, including six high schools and nearly thirty elementary schools.
2. 71 percent of students rate support services as good or excellent.
3. Diverse array of community-based partners serving families, adults with disabilities, older adults, and youth.

Areas of Growth

1. Increase student awareness of career-technical and college opportunities for KSFCAS graduates.
2. Expand counseling for students beyond the academic program.
3. Expand financial aid and scholarship opportunities for students.
4. Continue expansion of strategies for student goal setting and presentations on educational pathways, especially for ESL students.