

Accreditation Process for Juvenile Court and Community Schools

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Agenda

- WASC
 - Process and overview
 - JCCS
 - Vision, Mission, and Schoolwide Learning Outcomes
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WASC

Process and overview

(ACS) WASC

- Western Association of Schools and Colleges
- Regional
- Verify quality of program
- Public, private, charter, homeschools, colleges and more



Benefits to Students



- Required for high school courses to count towards A-G requirements
- UC and CSU systems require diplomas from accredited high schools
- State-based scholarship programs
- Select branches of the military

Benefits to Teaching and Learning

- Self-study
- Peer evaluation
- Validates work
- Focus on continuous improvement
- Opportunity for new learning



Initial Accreditation

- Overview of both programs
- Criteria for accreditation
- Submitted to WASC October 31st
- Virtual visit November 29th

Schedule:

- Meet with leadership
- Class observations
- Meet with probation staff
- Teacher interviews
- Student interviews
- Debrief

Possible Outcomes

- Initial accreditation
- Candidacy status
- Withheld/denied status

Notification of status late January

2018-2019 WASC Statistics

Initial visits	209
Initial accreditation status	173
Candidacy status	34
Withheld/Denied status	2

Future Implications

School:

- If accredited, or candidacy status: full Self-Study visit in 3 years
- Staff participate annually
- Visits every 3 to 6 years depending on self-study outcomes

Students:

- Work towards A-G eligibility
- Transcripts accepted for UC/CSU enrollment
- Additional post-secondary opportunities

The logo consists of a dark blue square with a white border. Inside the square, the text "JCCS" is centered at the top, and "Vision, Mission and Schoolwide Learning Outcomes" is centered below it.

JCCS

**Vision, Mission and
Schoolwide Learning
Outcomes**

JCCS Leadership Team

Members

- Representatives from each site
- Site Liaisons (General Education Teachers)
- Special Education Teacher
- Teaching Assistants
- Student Information Specialist

Advisory Committee

- Curriculum
- LCAP
- SPSA
- Safety Plan

Vision

GUIDING QUESTIONS:

1. What do you dream of for your students future?
2. What are your aspirations for students after high school?

Juvenile Court and Community School educators guide students to succeed in healthy social, emotional, academic, and career growth as they flourish into productive members of society.

Mission

GUIDING QUESTION:

What can we do everyday to help our students achieve our vision for them?

Within our highly-structured environment, our commitment is to provide a student-centered, deeply-engaging setting that is safe and respectful for all. In preparing students for 21st century readiness we focus on perseverance, problem solving, collaboration, career awareness, and critical thinking in all-inclusive classrooms. We strive to include parents, teachers, and community members as partners in our students' educational program as they work to reach their full potential.

Schoolwide Learning Outcomes

JCCS students are A.C.C.E.P.T.ing and A.C.C.E.P.T.ed and strive to achieve:

Agency and Perseverance

Critical Thinking

Community and Civic Awareness

Effective Communication

Prosocial Skills

Twenty-First Century Readiness

JCCS students are A.C.C.E.P.T.ing and A.C.C.E.P.T.ed and strive to achieve:

Agency and Perseverance

- Discover the capacity and resources to fulfill their potential
- Analyze complex, real world problems and persist in solving them
- Explain, solve and apply concepts and carry out procedures while embracing challenges and learning from mistakes
- Take initiative to plan and set goals

Critical Thinking

- Gather, analyze, and synthesize information in written, verbal, and creative formats effectively for varied audiences.
- Observe, interpret, analyze, evaluate, and integrate information
- Employ effective speaking, listening and writing skills in a context-appropriate manner for the task given.

Community and Civic Awareness

- Develop an awareness and understanding of local and global cultures and communities to inform and influence decision making
- Exercise personal and social responsibility
- Be open to initiating change

Effective Communication

- Communicate openly in a safe environment
- Offer opinions and accept the critique of others
- Listen with understanding and empathy and provide positive feedback
- Ask and answer clarifying questions

Prosocial Skills

- Develop an awareness and understanding of local and global cultures and communities to inform and influence decision making
- Exercise personal and social responsibility
- Exhibit resilience by facing challenges and working to overcome them
- Cultivate compassion, honesty, and respect

Twenty-First Century Readiness

- Develop technological skills appropriate to academic and workplace settings
- Make positive personal connections
- Promote creativity, collaboration, dependability, and innovation
- Establish fluency in information and digital literacy



Thank you