

TO: Stephen Betts, Secretary, Juvenile Justice Commission, Santa Clara County

FROM: Dr. Steve Olmos, Assistant Superintendent and Dr. Jessica Bonduris, Assistant Superintendent

CC: Dr. Mary Ann Dewan, Santa Clara County Superintendent of Schools

DATE: June 2, 2021

SUBJECT: Juvenile Hall Inspection Report May 2021

The Juvenile Hall Inspection Report of May 2021 identified three areas under the purview of the Santa Clara County Office of Education (SCCOE).

The goal of all Juvenile Justice Stakeholders is to move youth from being Justice involved to being educationally prepared to become productive members of our county and communities. Below are the responses from the SCCOE to the findings in the Inspection Report for our Juvenile Hall education program.

- 1. The student-teacher relationship is essential to the success of students, especially those in JH. Osborne School should take every opportunity to maximize teacher-student interactions to cultivate trusting relationships.**

The Alternative Education Department (AED) values the cultivation of trusting relationships as core to the educational success of youth and recognizes the impact of trauma the youth detained in Juvenile Hall may experience. To expand efforts to support our youth and our staff, the AED will be deploying a newly formed Transition Team established to support students transitioning into our court schools and as they return to a local school of best fit. Developing relationships is a critical element to the work of the Transition Team. The team includes the court school Counselor, Alt Ed Program Transition Coordinator, Court School Principal, Alt Ed Program Specialist, Osborne College and Career Liaison, student, teacher, parents, probation counselor, and a representative from the Santa Clara County Office of Education Homeless and Foster Youth representative. Teachers will play a pivotal role in working to support the relationship between the student and the Transition Team. The team will work to establish a trusting relationship with students as they support their success while enrolled and as they return to a local school of best fit.

Additionally, Alternative Education will send three teachers to a year-long coaching institute through the Center for Reaching and Teaching the Whole Child. The training is focused on Teaching with a Social, Emotional, and Cultural Lens and is founded on the seven anchor competencies for educators. The first anchor competency is focused on building trusting relationships with students. Each teacher will be trained as coaches and bring their training to Alternative Education classroom staff throughout the school year during professional learning community activities. The focus as coaches will be to help our educators develop and use a lens that guides the planning, data gathering, and decision-making to provide a safe and equitable classroom environment where trusting relationships can thrive. The year-long training is tied to Nancy Markowitz and Suzanne Bouffard's book entitled, Teaching with a Social, Emotional, and Cultural Lense: A Framework for Educators and Teacher Educators.

2. Increase the training of teachers in the use of Edgenuity.

Edgenuity professional development for teachers during the 2021-2022 school year will include a total of six trainings focused on My Path individualized remediation lessons based on student Renaissance Star math and reading assessment scores; the My On reading and Language Arts program which utilizes student Renaissance Star scores to support a stepped approach to improving a student's reading abilities; and training to integrate hands-on activities into existing Edgenuity content area coursework.

3. The RenStar data should be collected and measured for evaluating student progress.

The Student Services and Support Division and the Alternative Education Department made the decision to change the math and reading assessment from Northwest Evaluation Association (NWEA) to Renaissance STAR Assessments in January of 2020 to better support the educational planning for youth.

The Alternative Education team made the change back to Renaissance STAR testing for the following reasons:

1. Score reports for Renaissance Star provide instant reporting regarding grade equivalency, percentile rank, and instructional reading level and these scores are more understandable to Probation and juvenile justice partners regarding student level and progress. Renaissance Star also provides a Student Growth Profile score after two data points which is understandable for partners.
2. Renaissance Star reports are readily available on the Ren STAR system and can be disaggregated by student, group, site, and district.
3. Renaissance Star directly aligns with Edgenuity, the new student learning platform for Alternative Education so staff have access to student reading and math levels as they assign courses.

4. Renaissance Star provides an opportunity for students to use MY ON, an online library of novels and reading materials aligned to student's Ren STAR reading scores. Teachers can create lesson plans aligned to the novels through the system.
5. Renaissance Star directly aligns with Accelerated Reader and MY ON to promote student reading and literacy.
6. Renaissance Star directly aligns to Data Zone and is used by Alternative Education, so the transition provides opportunity for consistency in district systems.
7. Renaissance Star reports enable teachers to determine skill needs of students in reading and math.

The full implementation of Renaissance Star assessments began in January 2020. In March 2020 the Alternative Education schools were placed in a distance learning model due to the Coronavirus pandemic. Although some assessments were completed just prior to March, school-wide assessments were unable to resume until spring 2021. Upon returning to a hybrid model of instruction between October and November 2020, a small number of assessments were completed just prior to returning to a distance learning only model.

Renaissance Star Math and Reading assessment cycles occurred in the fall and spring of the 2020-2021 school year. During spring of 2021, thirty-six youth were assessed at Osborne. The following information data analysis occurred in the spring of 2021 on youth who were consecutively enrolled and tested during both fall and spring semesters.

Osborne overall testing data show increases in test scores for five youth in math and ten youth in reading. Decreases were experienced by four of these youth in reading and five youth in math. Two students experienced no gains or losses in their overall math score. Fourteen students participated in the reading portion of the test and twelve participated in the math portion.

Analysis of Renaissance Star assessment data will continue in the coming school year. The analysis will aid in developing targeted reading interventions and math tutoring and enrichment activities for students.