



EDUCATION FOR PROBATION YOUTH

Santa Clara County Juvenile Justice Commission

April 2019

Introduction

Those who have studied the outcomes for youth in the Juvenile Justice system have repeatedly identified the youth's educational engagement as a key indicator of post-release success. Correspondingly, a lack of educational engagement increases the likelihood of future justice involvement¹. As Presiding Judge of the Santa Clara County Juvenile Court Division, Judge Katherine Lucero is fond of saying, "A kid who's in school won't be in jail."

The School to Prison Pipeline² is a term frequently employed to describe the link between the lack of educational success and future incarceration. While the lack of educational success can have several causes – unstable housing, poverty, substance use, familial instability, trauma, disability – the incarceration of a youth can further impede educational progress, or it can provide an opportunity for a renewed educational focus.

As part of its mandated annual inspections of the county's juvenile detention facilities, the Santa Clara County Juvenile Justice Commission (JJC) includes a review of the education programs offered at the county's Juvenile Hall (Osborne School) and the William F. James Ranch (Blue Ridge School) and their transition to other education after release from custody. The wide-ranging inspections of custody facilities frequently identify areas where programs or services could be improved or enhanced for the benefit of the youth in the institution. These recommendations, which may be directed to Probation, Behavioral and Medical Health, and Education, are included in every published final inspection report³. This report includes a look at education beyond that for incarcerated youth.

Throughout recent years, report recommendations related to the Education program at Juvenile Hall (JH) and the James Ranch (JR), have repeatedly identified several areas of concern. A list of the education-related recommendations from the JH and JR inspection reports are found in Appendix A.

The JJC, recognizing the critical link between educational attainment and successful outcomes for justice-involved youth, assembled a five-member committee that initiated this inquiry to 1) assess the current state of our county's court schools, 2) to identify areas of concern in the court schools' operation and programs, and 3) to identify enhancement opportunities for our court schools and other schools that serve justice-involved youth. In the course of its inquiry, the committee met with members of the Santa Clara County Juvenile Justice Court, members of the Santa Clara County Juvenile Probation department, members of the Santa Clara County Office of Education (COE) and Alternative Schools Department, administrators of local school districts, and program leaders in jurisdictions outside of Santa Clara County.

Education competency upon entrance to juvenile system

Youth entering a Court School are frequently several grade levels behind their non-justice involved peers. Testing using the Measures of Academic Progress (MAP) assessment, administered within 72 hours of admission to JH, and every 90 days thereafter for the duration of the youth's incarceration is the initial indicator of proficiency and subsequent measure of academic progress in Math and English Language Arts. There is broad-based concern

¹ https://neglected-delinquent.ed.gov/sites/default/files/docs/literacy_brief_20100120.pdf

² <https://www.tolerance.org/magazine/spring-2013/the-school-to-prison-pipeline>

³ http://www.sccourt.org/court_divisions/juvenile/jjc/jjc_home.shtml

regarding the accuracy of the assessment, due to the trauma of arrest and detention, being in new and unfamiliar surroundings, the uncertainty of court events, the youths’ motivation, and perhaps the protocol of the MAP test itself. However, until transcripts from previous educational institutions are obtained, there may be little else to inform what education services are appropriate for the youth. Examining the MAP test and/or its administration may be useful to improve the accuracy of the test results and the student plans subsequently derived⁴.

Tracking Educational Progress while in Court Schools

Although the majority of youth who enter the Hall remain there for less than 90 days , some remain for substantially longer periods. According to a recent (1/31/19) Juvenile Hall Daily Listing population report, of the 126 youth in the Hall, 36 (29%) had been there 90 days or longer, 12 (10%) had been there 180 days or longer (see Chart 1).

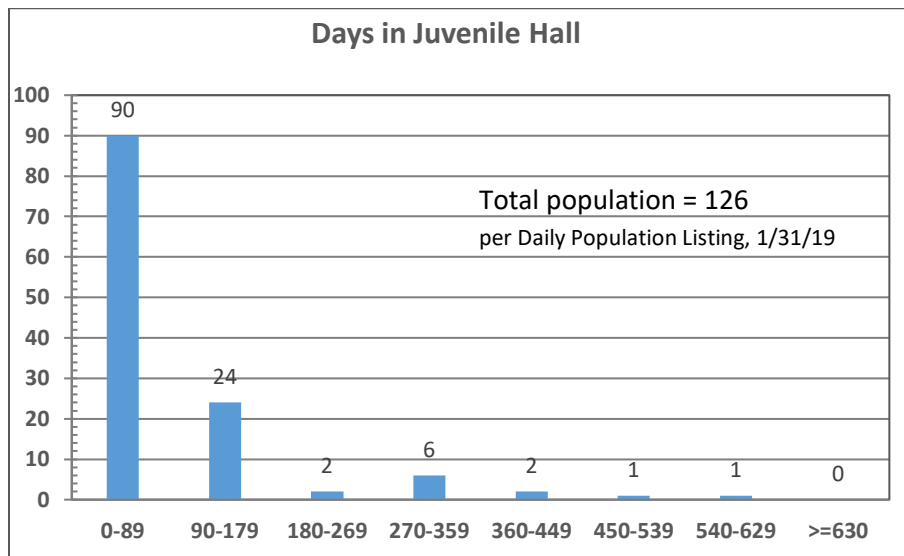


Chart 1. Days in Juvenile Hall

For youth who remain in the Hall for 90 days or more, and especially for those who transition from JH to a 6 to 8 month JR commitment, some educational progress should be expected even when acknowledging the trauma of detention, new and unfamiliar surroundings, living in a structured environment, and the uncertainty of court events.

Based on 33 recent MAP testing results conducted at JR over a 90 day or longer period, student growth in English Language Arts (ELA) and Math appears minimal. Specifically, the assessed 33 students increased their ELA grade level by about 0.5 grade level, their Math grade level by only about 0.25. While these improvements should be applauded, it is important to remember that the 33 students who were assessed were an average of nearly 7 grade levels behind their

⁴ For example, the current MAP testing protocol for first-time youth begins the assessment at the youth’s age-determined grade level. Then, depending on the youth’s answers, the computer-based test lowers the grade level of succeeding questions until the youth provides a correct answer. Successive correct answers establish the grade/skill level for the youth. Unfortunately, since most youth have seldom experienced educational success, the current MAP protocol, which depends on a succession of incorrect answers, only reinforces this negative experience. An *alternative* MAP protocol could begin the assessment at, say, grade 3 (a recent MAP evaluation established that 30% of Ranch youth were reading at grade level 3 or below). Beginning the assessment at a lower grade level and adjusting upwards could thereby allow reading success for many youth while simultaneously providing more accurate measurements of reading skill.

age-defined ELA grade level and more than 7 grade levels behind in Math. This means that a typical student who enters the Ranch as a 17 year old is working at a 4th or 5th grade level. (Refer to Appendix B.)

It should be noted that in contrast to the 70% who are at the Hall for less than 90 days, the remaining 30% will be at the Hall for more than 90 days, sometimes for nearly two years. For these 30%, focused attention to reading and math remediation should be a key component of the Court School education program.

Moreover, the typical stay at the Ranch is from 6 to 8 months (26 to 35 weeks). When coupled with an average 80-day Hall stay, many youth are essentially enrolled in Court Schools for an entire school year. As well, unlike schools on the “outside”, Court School students cannot cut class, cannot have unexcused absences, nor be suspended. In addition, Court Schools are in operation year round. Aside from Court appearances, meetings related to their legal case, or illness, a student is essentially a full-time Court School student. Under these conditions, one would expect substantial educational progress.

Reading remediation

Reading is widely acknowledged to be the cornerstone for broad educational success. In fact, many have observed that reading is the “Gateway to Learning.” Unfortunately, based on MAP testing as well as hearing many of those in custody read aloud, most are severely deficient in their reading skills. This deficiency usually has several causes, among them a possible learning disability, the lack of previous continuous school engagement due to family housing instability or safety, family child-care needs, or school discipline issues, among others. Unfortunately, despite this broadly acknowledged and pervasive deficiency, no broad-based and inclusive reading remediation program appears to be in place.

A computer-based reading program, Achieve 3000™, is available within Court Schools. However, this inquiry learned that the program is only used within Special Education in JH and the JR, and even then its use is at the discretion of individual Special Education staff. A broad targeted program available to all who could benefit should be widely used.

As noted earlier, the MAP test is administered upon entering JH and approximately every 90 days thereafter for those who remain or are transferred to the Ranch. Unfortunately, it appears that if a cumulative record of student MAP scores is maintained, it is not distributed to the full Court School teaching staff for their reference or to provide guidance in instruction focus and is not covered in any evaluation of “success” for JH and JR programs. Moreover, when the test results are distributed, what is listed is a raw test score, requiring some additional conversion to render a 1 – 12 equivalent grade level. Including the actual tested grade level in the distributed reports would aid the teachers in preparing for their students.

Impact of AB-167 (reduced credits for high school graduation)

In October 2009, the California legislature passed and the Governor signed into law AB-167⁵. This legislation eliminated certain graduation requirements for foster youth and youth who are wards of the court who change school in their junior or senior year. Generally, what is eliminated as graduation requirements are electives (e.g., foreign languages, arts, music, and social sciences), including Computer Applications and Life Skills/Health.

⁵ https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=200920100AB167

Although few youth in JH or the JR are foster youth, many youth on probation also have the option to use AB-167 as a means to graduate (or to get close to graduation) while incarcerated. For a youth in the 11th grade who is significantly deficient in credits, providing a path to graduation can be a strong positive motivation. However, in the student's pursuit of credits, it is important for Court School educators to grant class credit only when mastery of the subject material has been demonstrated, rather than awarding subject credit for "seat time." While it is clearly important to have a high school diploma to participate in today's work force, it can simultaneously be a dis-service if, upon graduating, the youth is expecting to find employment with 5th or 6th grade reading and math skills (Appendix C).

Ensuring "successful" transitions from Court Schools to "home" districts

When a youth is released from custody, it is critical that the student be immediately re-enrolled in their home district in order to continue their educational progress. Cooperative transfer efforts between Probation, COE, and school districts, should take place within a few days.

Since a youth may be released from custody at any point during the year, it is not surprising that most re-enrollments occur in the midst of a school term, making it difficult for the student to successfully integrate into a traditional high school classroom. Fortunately, nearly all districts, including COE, have Continuation, Alternative, or Community high schools into which students may be re-enrolled. Even so, not all of the districts' non-traditional high schools offer complete grade 9 – 12 offerings (Appendix D). For those that do, accommodating the academic deficiencies of many of those who are re-enrolling is frequently problematic. Absenteeism can be a significant hindrance to academic success. In these cases, then, the student is referred to Independent Study. While some students can succeed given this option, its student-directed program is usually not the ideal solution, after having just come from a very regulated educational environment.

This study also learned that, despite the existence of Foster Vision and Data Zone (managed by COE), currently there is not any cross-system (COE to school district and vice versa) mechanism to track a probation youth's continued educational engagement and progress. Nor is there agreement on what "successful" transition from Court school to home district means. It may mean re-enrollment; it may mean re-enrollment and consistent attendance for some number of weeks; or it may mean something else entirely. Robust cross-system monitoring of student progress should be in place.

The issue of partial credit acceptance

As noted previously, a student's release from custody usually does not correspond with the beginning of the school term in their home school. However, while in custody, the youth may have completed some portion of a course, and is awarded partial credit for their completed work (for example, three credits for a five-credit course). Historically, the JJC has been told that upon re-enrollment in their home district, students frequently could not transfer these partial course credits.

However, representatives from San Jose Unified School District and East Side Union High School District noted that their districts do accept partial credit and have policies in place that guide this process (Appendix D). All districts should have similar policies in place.

Implementing AB-2448 (Internet & Technology Access)

In September 2018, California's Governor signed into law AB-2448⁶, a measure directing county probation departments to provide, for detained minors at a juvenile hall or ranch, access to computer technology and the internet, for the purpose of education and for maintaining relationships with family. An ongoing challenge, recognized by the bill's author, was the need to provide this access while simultaneously attending to safety, security, and staffing concerns.

Currently, SCC Probation allows limited computer access, primarily for Education's use of dedicated learning and reading programs. Some programs require a local network connection, but restrict any Internet connectivity. Student safety and security is the stated reason for not allowing any Internet access. With the advent of AB-2448, Probation and Education must re-examine their youth-focused computer use and Internet connection policies.

The San Diego County Office of Education and County Probation Department have been engaged in a cooperative venture, begun in 2013, to incorporate computer-based education and limited internet access for all youth in their juvenile facilities. Not surprisingly, substantial concerns were initially raised: would the youth damage the Chromebook™ computers entrusted to them, would they use the computers as weapons, how would Probation and the COE monitor and manage on-line behavior, how would the COE manage computer-based collaborative projects in various subjects, would the youth properly manage and not share their own password, among other concerns.

Together, their two Departments developed an Acceptable Use Policy⁷ that specified, in plain language, what behavior was expected of the youth and what penalties would be imposed if a policy was violated. According to Principal of the San Diego Juvenile Hall SOAR Academy (court school), it took a while for both the teachers and students to adjust to this new environment. However, with consistent policy enforcement coupled with strong teacher support for assignments, the students began to understand and respect the value of internet access, even within the narrow access limits.

By the end of 2018, San Diego reports that the Chromebook computers have not been used as weapons, nor have they been damaged or otherwise compromised. Further, internet access violations are minimal (3 to 4 violations per day with an average student population of over 200). Automated internet filtering and monitoring allow the administration to address violations at near real-time.

In 2015, recognizing the importance of youth maintaining family contact during their detention, SD County Probation introduced video calls using Skype⁸. This enabled youth visual contact with parents, guardians and appropriate adult family members during 20-minute slots several times a week.

Post-graduation access to education options while in custody

It has long been a concern of the JJC that if a Santa Clara County youth is in custody and has completed graduation requirements, there has not been an effective way to get them connected to post-secondary education or job training. Recently hired by Probation and the COE are two persons, one each at the Hall and the Ranch, to facilitate their enrollment in college and to assist youth with taking on-line classes. However, support for youth to engage in technical and career training has lagged.

Though JR has had a consistent welding program and a sporadic construction program, it previously also had auto mechanics, computer technology, and horticulture training, and through the Enterprise Program, was working with local

⁶ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB2448

⁷ <https://www.sdcoe.net/jccs/Pages/Acceptable-Use-Policy.aspx>

⁸ <https://www.countynewscenter.com/skype-helps-youth-see-beyond-detention/>

unions to make youth “apprenticeship ready”, even taking the youth to trade fairs. Though once again COE and Probation are talking about hiring a culinary arts teacher, one was authorized but never hired during the years of 2009-2010⁹. Though the JJC has been discouraged by the lack of progress towards improving vocational training for in-custody youth, the COE has recently developed a three-year plan to improve these services and to add wider opportunities for technical and career training and job readiness (Appendix F).

As an example of a creative program, San Mateo County Juvenile Probation is engaged in an effective post-secondary education program, Project Change, for many of their in-custody youth, in cooperation with College of San Mateo (a local community college) and the County’s Office of Education. In order to have enough students to justify college classes with a live professor from the college, Probation transports youth from each youth custody facility to juvenile hall so that they can meet together in one classroom. They are enrolled in college at this point and can go directly, after release, to participate on campus. The college actively engages the released student, providing tutoring, on-campus guidance, transportation, and child-care assistance if needed.

Some youth that have not yet graduated are also allowed to participate in these classes. Usually between 20 and 25 youth are enrolled in these classes. San Mateo provides this program despite a total in-custody youth population of about 75. The program includes online classes for credit recovery. Importantly, each participating agency shares the program costs. Equally critical, the program also engages tutors from a private college to come into the facilities to tutor youth one time per week.

Juvenile Justice Education efforts for non-custody youth

Santa Clara County Juvenile Justice stakeholders have also championed education in a variety of other ways. The Racial Equity through Prevention Work Group seeks to improve the overall outcome for the education of youth by seeking ways to reduce the disproportional representation of certain ethnic groups, by focusing on ways to improve the school environment, and by decreasing the number of referrals for incidents at school. This can improve the overall quality of education in the participating school districts. That committee is assisted by The Burns Institute.

The Juvenile Justice Education Partnership (now Juvenile Court Aligned Action Network) is also focused on the improvement of the educational outcomes for Justice-involved youth. One of their goals is to identify and train an Education Champion for each child in order to assist in getting the right help for each student. The National Center for Youth Law (NCYL) assists with this program.

The Gender Responsive Task Force is assisted by the VERA Institute of Justice, which is also an educational advocate for Justice-involved young women¹⁰.

In certain cases for youth on probation, if the parents are unable or unavailable to assist in getting the youth enrolled or tested for appropriate academic services, the Juvenile Court Judge assigns the Education Rights to an educational advocate for that youth.

Juvenile Probation also has focused services, Project YEA, to assist in getting special education evaluations for youth, and a team that provides services to secondary schools in the county.

⁹ Career training issues have been raised in JJC James Ranch Inspection Reports 2005- 2011.

¹⁰ The focus is to reduce or eliminate the incarceration of young women, who appear to generally have not only different but also lower risk factors than young men.

If a youth needs legal assistance to get educational services, Legal Advocates for Children and Youth (LACY) has litigated to force recalcitrant school districts to provide the appropriate services and accommodations.

The Santa Clara County Opportunity Youth Academy (OYA) allows young persons over 18 the opportunity to have a blended learning program of teacher-directed independent instruction and online credit accrual and recovery. Located at multiple sites within the County, the program facilitates academic success by giving the youth sufficient supports to catch up and graduate.

San Jose Job Corp is another opportunity to not only earn a high school diploma or its equivalent but also to train for a number of trades and occupations. It is a nationally funded program with incentives to improve the options for educationally challenged youth.

Conclusion

This report has identified and focused on a number of challenges for Probation youth in our County. 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. The recommendations outlined herein will continue to be a key focus of the JJC.

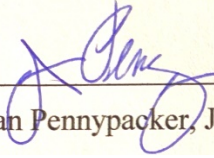
Commendations

1. To COE and Probation for hiring a support person for both JH and JR to enable and assist youth in taking on-line post-secondary courses and preparing for Career Technical Education training.
2. To County Juvenile Justice stakeholders for their continued efforts to address and improve educational programs and opportunities for this important population.

Recommendations

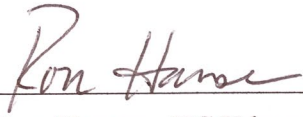
1. Institute and use a comprehensive reading program in the Court Schools. A MAP reading score that shows an ELA level within 3 grade levels of a student’s age-determined grade level could excuse a student from the Court School reading program.
2. Replace or revise the MAP testing protocol, with the goals of better assessing a student’s reading and math skill level, and to improve fidelity and thereby confidence in MAP test results.
3. Maintain and distribute to all Court School educators sequential student MAP testing results, including tested grade levels, to show learning progress.
4. Ensure that youth who graduate via AB-167 are awarded credits based on subject mastery rather than “seat time.”
5. COE, SJUSD, and ESUHSD explore methods of tracking, long-term, student engagement and success after enrollment when transferring from Court schools.
6. Probation and COE explore other successful programs in response to the need to comply with the requirements of AB-2448.
7. Explore stronger cooperative efforts with local community college districts for both in-custody education as well as a “warm-handoff” to college, as appropriate, upon release from detention.
8. All county secondary school districts should include policies to accept partial credit transfers for Court School students.
9. Identify and engage tutors for Court School students.

Approved by the Santa Clara County Juvenile Justice Commission.



Jean Pennypacker, JJC Chairperson 5/7/19

Date



Ron Hansen, JJC Education Inquiry Committee Chair 5/7/19

Date

Appendix A

Education Related Recommendations from Recent JJC Inspection Reports

March 2015 Juvenile Hall

1. The SCCOE in cooperation with Probation create written policies or procedures for the Osborne School.
2. The County Superintendent of Schools should complete the annual review of the Osborne School.

August 2015 James Ranch

1. Continue investment by the County Office of Education in the Ranch educational program, involving the teachers in examining and implementing evidence-based best practice programs for this population.
 - a. Assign a computer education teacher and a construction teacher to the staff of Blue Ridge School, and
 - b. Purchase and implement a 3D printer and supporting educational programs.

April 2016 Juvenile Hall

1. The SCCOE in cooperation with Probation create written policies or procedures for the Osborne School.

September 2016 James Ranch

1. Assign a computer education teacher to the Ranch Blue Ridge education team, as recommended previously.
2. Invest in the Ranch education program, involving the teachers in examining and implementing evidence-based, best practice programs for this population.
3. Accelerate the plan to offer certificated Career Technical Education (CTE) courses to Blue Ridge students.
4. Provide basic keyboarding instruction.

March 2017 Juvenile Hall

1. Make it a high priority to offer college courses and adult education options to JH students who have graduated from the Osborne School or met high school requirements.
2. Evaluate the impact of special education classroom closure.
3. Continue to investigate innovative ways for students to rapidly obtain credits.

June 2017 James Ranch

1. Communication between the COE and its Blue Ridge School faculty/staff, as well as with the Ranch and its system partners, should be emphasized and improved.
2. Increased Mental Health therapist availability during Blue Ridge classroom hours should be pursued with BHS and the Ranch.
3. The JJC strongly supports redoubling efforts to a) achieve basic educational literacy (including in science) and b) prepare youth to function successfully in a wider world that requires computer skills, vocational training, and civic responsibility.
 - a. A computer education teacher should be assigned to the Ranch.
 - b. Vocational programs that lead to certification (in fields such as food safety handling (Safe Serve), green technology, landscaping, carpentry, etc.) should be implemented.
4. The JJC continues to urge access to college-level courses and other online educational opportunities for youth who have graduated high school and have underutilized time.

March 2018 Juvenile Hall

1. Santa Clara County Office of Education (SCCOE) should provide an online posting of Osborne School Site Council meeting dates and details.
2. SCCOE should re-establish a teacher preparation period at Osborne School.
3. Probation, SCCOE, and the San Jose-Evergreen Community College District should establish a policy and mechanism to enable internet access to on-campus lectures for Osborne students.

August 2018 James Ranch

1. Beginning November 1, 2018, provide the JJC with quarterly results on the implementation of the 2018-19 LCAP Goals for the Court schools.

Appendix B

Ranch MAP Assessment Results

Of 90 students who were given MAP assessments between 11/7/18 and 3/1/19, 33 students were assessed at least twice with a time between assessments of 90 days or more.

earliest assessment report	11/7/2018
latest assessment report	3/1/2019

Test result summary:

	ELA	(%)	Math	(%)
Within 3 grade levels	3	9%	3	9%
Between 4 and 6 grade levels behind	17	52%	10	30%
7 grade levels or more behind	13	39%	20	61%
Students with before & after assessments	33		33	

As can be seen above, just 3 of 33 (9%) are with 3 grade levels of their age-defined grade level. Worse, 39% (ELA) and 61% (Math) of the students are 7 grade levels or more behind their age-defined grade level.

Appendix C

A recent Ranch MAP Assessment result showed:

Name	School Grade	MAP Score		Notes	Equiv Grade	
		ELA	Math		ELA	Math
Student A	12	235	237	Graduate	12	12
Student B	12	224	237	Graduate	12	12
Student C	11	221	221	Graduate	9	6
Student D	12	219	218	Graduate	8	6
Student E	12	211	198	Graduate	6	3
Student F	12	214	225	Graduate	6	7
Student G	12	201	202	Graduate	4	4
Student H	12	189	219	Graduate	3	6

Appendix D

Alternative, Community, and Continuation Schools in Santa Clara County

District	School Name	School Type	Grades Offered	Grades Served	9	10	11	12	Chronic Absentee
Santa Clara County Office of Education	Santa Clara County Community (Sunol)	County Community	6-12	7-12	✓	✓	✓	✓	78%
Campbell Union High	Boynton High	Continuation High School	9-12	11-12	✓	✓	✓	✓	68%
East Side Union High	Calero High	Alternative School of Choice	10-12	10-12	X	✓	✓	✓	37%
East Side Union High	Phoenix High	Continuation High School	11-12	11-12	X	X	✓	✓	55%
East Side Union High	Pegasus High	Continuation High School	11-12	11-12	X	X	✓	✓	38%
East Side Union High	Apollo High	Continuation High School	11-12	11-12	X	X	✓	✓	24%
East Side Union High	Foothill High	Continuation High School	11-12	11-12	X	X	✓	✓	77%
Fremont Union High	Community Day	District Community Day School	9-12	10-12	✓	✓	✓	✓	52%
Gilroy Unified	Mt. Madonna High	Continuation High School	9-12	10-12	✓	✓	✓	✓	45%
Morgan Hill Unified	Central High (Continuation)	Continuation High School	10-12	5-12	X	✓	✓	✓	75%
Mountain View-Los Altos Union High	Alta Vista High	Continuation High School	9-12	10-12	✓	✓	✓	✓	72%
San Jose Unified	Liberty High (Alternative)	Alternative Schools of Choice	6-12	7-12	✓	✓	✓	✓	30%
San Jose Unified	Broadway High	Continuation High School	9-12	11-12	✓	✓	✓	✓	75%
Santa Clara Unified	Santa Clara Community Day	District Community Day School	6-12	7-11	✓	✓	✓	✓	82%
Santa Clara Unified	Wilson Alternative	Alternative School of Choice	6-12	7-12	✓	✓	✓	✓	22%
Santa Clara Unified	New Valley Continuation High	Continuation High School	9-12	10-12	✓	✓	✓	✓	76%
Milpitas Unified	Calaveras Hills	Continuation High School	9-12	10-12	✓	✓	✓	✓	75%

- ✓ Offered and served
- ✓ Offered but not served
- X Not offered

Information from <https://www.cde.ca.gov/ds/si/ds/pubschls.asp>

Appendix E

Statements about partial-credit accommodations.

From San Jose Unified School District

“Whenever we enroll a student from an alternative program, we award partial credit when they arrive. Same applies for foster, homeless or justice-engaged youth who come to us mid-term from elsewhere.

If a student is arriving to us mid-semester and is coming out of a detention facility, we will check transcripts and then talk to them about what might work best for them. We offer Liberty High and Middle School for students, grades 6-12 who need an Independent Study program to transition back. We also offer Broadway High for 11-12th graders who might be credit deficient and/or could benefit from a smaller school. We absolutely don’t just put kids into a comprehensive program if they need something else. It’s a losing proposition for us both.”

From East Side Union High School District

“Our Board Policy addresses the acceptance of partial credits. Court schools send a transcript, at the request of the registrar (or sometimes it is provided at the time of enrollment or ahead of time with support from our District Social Worker who is a shared resource between ESUHSD and Probation).

Our District Social Worker conducts a reentry meeting with all students who have been incarcerated longer than 10 days and who are returning to ESUHSD. At this meeting, the student’s transcript is reviewed as well (as an existing IEP or 504 plan) to determine the best academic setting/program. In addition, we review with the student and family any prior behaviors (documented in our Student Information System) that may have prevented or could prevent the student from finding success at their home school or in an alternative setting. Based on these factors, we find the best program/setting for each student, which could include a return to their home school, placement at a continuation, alternative or Small-but-Necessary school in our District, or placement in a program such as Independent Studies. In some cases, the best placement might be Sunol Community Day School, in which case a referral is made to that program.”

Appendix F



Functions and Duties of The SCCOE Advisory Committee

It is the function of the committee to:

Program

1. Help to determine what type of CTE program is offered.
2. Assist the teacher in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in industry occupations.
3. Help attract and encourage qualified/capable students into the CTE program.
4. Assist in recruiting and providing opportunities for special needs students.
5. Evaluate the effectiveness of the CTE program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Career Technical Education Administration and Management Unit of the California Department of Education.
6. Help gain support for legislation and appropriations.
7. Obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and the Career Technical Student Organizations (CTSO) or other youth programs.
8. Unify the activities of the CTE program with those of other groups and agencies interested in CTE.
9. Study and make recommendations to help solve problems presented to the district/program by the school board on which further information is needed.
10. Identify current standards for new equipment.

Teacher/Classroom

1. Help establish curriculum that has a hands-on, technological approach as aligned with CTE standards.
2. Assist to develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
3. Assist in determining skills needed for particular jobs at entry, technical, and professional levels so that the skills may be included in the instructional program.

4. When appropriate, serve as resource when the teacher is visiting work place learning sites of students and participate in classroom instruction or demonstrations and accompanying or hosting field trips.
5. Provide technical assistance and keep the teacher aware of new developments in the CTE industry.
6. Provide current resources to develop and maintain a library of visual aids, magazines, and books concerning pathway projects.
7. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.
8. Assist in procuring opportunities to upgrade the technical skills and knowledge of the teacher.