

JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION
Juvenile Halls and Camps

FACILITY NAME: Youth Service Center		COUNTY: San Mateo
FACILITY ADDRESS (STREET, CITY, ZIP CODE, TELEPHONE): 200 Paul Scannell Drive, San Mateo, 94022 (650) 312-8970		
CHECK THE FACILITY TYPE AS DEFINED IN TITLE 15, SECTION 1302	JUVENILE HALL <input checked="" type="radio"/>	CAMP <input type="radio"/>
DATE EVALUATED: 10/5/2020		
EDUCATION PROGRAM EVALUATOR(S) (NAME, TITLE, TELEPHONE): Melissa Wilson, Commissioner, San Mateo Juvenile Justice and Delinquency Prevention Commission Phone: (650) 933-6676 Susan Swope, Commissioner, San Mateo Juvenile Justice and Delinquency Prevention Commission Phone: (650) 364-4110		
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Purpose

The facility administrator is required to request an annual review of each required element of the facility's education program by the Superintendent of Schools. A report or review checklist on compliance, deficiencies, and corrective action needed to achieve compliance with this section must be provided to the facility administrator.

The Superintendent of Schools shall conduct this review in conjunction with a qualified outside agency or individual. It is important to note that the regulation prohibits the Superintendent of Schools from delegating this review to the principal or any staff of a juvenile court school site; the intent of this regulation is that an independent third-party review is conducted.

Upon receipt of the review, the facility administrator or designee shall review each item with the Superintendent of Schools and shall take whatever corrective action is necessary to address each deficiency and to fully protect the educational interests of all youth in the facility.

Instructions

To complete the review, assess each element listed in the checklists and document the findings in the "comments" section. Columns in the checklist identify compliance as "Yes", "No", or "N/A" (not applicable). When the evaluator assessing the education program "checks" a column to indicate that the facility is out of compliance with all or part of a regulation, or indicates that all or part of a regulation is not applicable, a brief explanation is required in the comments section. This explanation is critical; it assists both the BSCC and facility staff in understanding the rationale for the decision and highlights what needs correction. **Policies and procedures must be written and implemented to be in compliance.**

Education program evaluators may elect to assess areas that are not covered by the inspection checklists. If this is done, the additional issues must be clearly delineated on a separate sheet to maintain their distinction from the BSCC Title 15 checklist. For information purposes, this additional sheet should be attached and distributed with the checklist.

Checklists and regulations are available on the BSCC website (http://www.bscc.ca.gov/s_fsoresources). Please contact the BSCC Field Representative assigned to your county at the number below or through e-mail access on the web site.

Board of State and Community Corrections; FSO Division
2590 Venture Oaks Way, Suite 200, Sacramento, CA 95833
Phone: 916-445-5073; <http://www.bscc.ca.gov/>

JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION

Hillcrest is the YSC school and provides education to boys and girls in detention. It operates as normally as a typical school as possible. On October 2, 2020, there were 18 students. These numbers were low due to Covid-19. Typically, the school serves 40 students.

1370. Education Program	YES	NO	N/A	COMMENTS
<p>(a) School Programs The County Board of Education shall provide for the administration and operation of juvenile court schools in conjunction with the Chief Probation Officer, or designee pursuant to applicable State laws.</p>	X			
<p>The school and facility administrators shall develop and implement written policy and procedures to ensure communication and coordination between educators and probation staff.</p>	X			<p>We received the written policy and procedures.</p> <p>The school notes its appreciation for the positive collaboration between school and probation staff. They meet weekly and feel in partnership with Institutions.</p>
<p>Culturally responsive and trauma-informed approaches should be applied when providing instruction.</p>	X			<p>Student feedback indicates that there is need for improvement. See student interview notes about the teacher who calls students “dumb” and “special ed”.</p>
<p>Education staff should collaborate with the facility administrator to use technology to facilitate learning and ensure safe technology practices.</p>	X			<p>Current educational technology protocol is:</p> <ol style="list-style-type: none"> 1. Youth who have just arrived are quarantined for 3 days and have paper packets for school. 2. Between days 4 and 14, a youth may do school on-unit with a Chromebook. 3. Thereafter, the youth attends Hillcrest and goes to school online in the computer lab. <p>Teaching is a blend of direct instruction and Edgenuity.</p> <p>Prior to Covid-19, desktop computers were used for assessment during orientation, but computers - while available - were not used in class due to security concerns.</p> <p>Probation has been greatly supportive in making needed adjustments.</p> <p>For security, Probation uses Go Guardian to track student actions online. This program sends alerts for any activities and websites of concern.</p> <p>Student interviews reveal that Go Guardian blocks teacher-assigned websites and online tools.</p> <p>The SMCOE hired the court and community schools a .5 technology specialist In the summer, teachers received extensive training on how to teach remotely through technology. This gave them a broader skill-set with which to educate</p>

				<p>their students. Now, students do research, use Google Suites, communicate with the teacher, and are developing executive functioning skills as they must track their own assignments and due dates.</p> <p>Last year’s inspection noted that students needed to use computers and computer programs in class.</p> <p>Covid-19 has demonstrated that technology can be safely used to facilitate learning. We hope for continued technology use post-Covid-19, not just at school, but on-unit by Probation to provide education, vocational, and programming opportunities to the youth.</p>
The facility administrator shall request an annual review of each required element of the program by the Superintendent of Schools, and a report or review checklist on compliance, deficiencies, and corrective action needed to achieve compliance with this section.	X			We received this.
Such a review, when conducted, cannot be delegated to the principal or any other staff of any juvenile court school site.	X			
The Superintendent of Schools shall conduct this review in conjunction with a qualified outside agency or individual. Upon receipt of the review, the facility administrator or designee shall review each item with the Superintendent of Schools and shall take whatever corrective action is necessary to address each deficiency and to fully protect the educational interests of all youth in the facility.	X			
(b) Required elements The facility school program shall comply with the State Education Code and County Board of Education policies.	X			
As stated in the 2009 California Standards for the Teaching Profession, teachers shall establish and maintain learning environments that are physically, emotionally, and intellectually safe.		X		Please see the student interview section. Students report verbal abuse by a teacher, and inappropriate grading and handling of work.
Youth shall be provided a rigorous, quality educational program that responds to the different learning styles and abilities of students and prepares them for high school graduation, career entry, and post-secondary education.		X		<p>Students are concerned that they are not working at grade level and are unprepared.</p> <p>We do not think there is adequate preparation for career entry. Current preparation for graduation, career entry, and post-secondary education are the following:</p> <ol style="list-style-type: none"> (1) Students work on credit-recovery through Edgenuity and under the supervision of a teacher who is on-campus during the last period of the school day to increase rates of high school graduation. (2) Students explore a computer-based “Career Pathways” program as part of their 3-day orientation (currently suspended due to Covid).

				<p>(3) Students explore Career Zone based on individual interests. Teachers used student interests in assignments.</p> <p>(4) The SMCOE has a Career Technical Education team that is exploring introducing an entrepreneurship program. During the inspection, we discussed a local entrepreneurship program called BUILD.</p> <p>(5) Students attend assemblies once per month that focus on career options (currently suspended due to Covid-19).</p> <p>(6) Project Change continues to impress.</p>
(7) The course of study shall comply with the State Education Code and include, but not be limited to, courses required for high school graduation.	X			Sequoia Union School District intake staff notes that students return with partial credit that delays school graduation. On 10/8 the district and school met and came up with actionable items to solve this problem. The school needs to have this same conversation with other receiving school districts.
(8) Information and preparation for the High School Equivalency Test as approved by the California Department of Education shall be made available to eligible youth.		X		Normally, the school provides information, materials, and proctoring of the test. Staffing cuts have eliminated preparing students for the test. An outside provider, such as EORO, may work with a student. This is currently not available due to Covid-19. Also, due to Covid-19, tests are not being proctored at this time.
(9) Youth shall be informed of post-secondary education and vocational opportunities.	X			This is part of the 3-day orientation upon intake.
(10) Administration of the High School Equivalency Tests as approved by the California Department of Education, shall be made available when possible.	X			
(11) Supplemental instruction shall be afforded to youth who do not demonstrate sufficient progress towards grade level standards.	X			<p>In a locked-facility, “supplemental instruction” may occur during the school day rather than before and after school as the phrase is typically defined. The school has expanded this instruction by adding an English Language Development (ELD) teacher.</p> <p>The district plans to analyze Measures of Academic Progress (MAP) results to evaluate how well the school is advancing grade-level skills.</p> <p>For reference, Santa Clara County’s JJC did a 2019 analysis of MAP scores in their facility and we include their report for reference: https://www.scsccourt.org/documents/jjc/2019/Education%20for%20Probation%20Youth.pdf</p> <p>Based on its California School Dashboard scores, the school receives funds from the California Department of Education which affords supplementary curriculum and technology purchases.</p>
(12) The minimum school day shall be consistent with State Education Code	X			Extensive documentation is now required. Each teacher must note the lesson for the day and a

Requirements for juvenile court schools. The facility administrator, in conjunction with education staff, must ensure that operational procedures do not interfere with the time afforded for the minimum instructional day. Absences, time out of class or educational instruction, both excused and unexcused, shall be documented.				student's physical presence and mental engagement. There are necessary absences that are not due to operational procedures. These are due to court, lawyer consults, BHRS appointments, and hospitalizations.
(13) Education shall be provided to all youth regardless of classification, housing, security status, disciplinary or separation status, including room confinement, except when providing education poses an immediate threat to the safety of self or others. Education includes, but is not limited to, related services as provided in a youth's Section 504 Plan or Individualized Education Program (IEP).	X			The CARES class continues with Covid-19.
(c) School Discipline				
(1) Positive behavior management will be implemented to reduce the need for disciplinary action in the school setting and be integrated into the facility's overall behavioral management plan and security system.	X			
(2) School staff shall be advised of administrative decisions made by probation staff that may affect the educational programming of students.	X			
(3) Except as otherwise provided by the State Education Code, expulsion/suspension from school shall be imposed only when other means of correction fails to bring about proper conduct. School staff shall follow the appropriate due process safeguards as set forth in the State Education Code including the rights of students with special needs. School staff shall document the other means of correction used prior to imposing expulsion/suspension if an expulsion/suspension is ultimately imposed.	X			<p>The school has implemented alternatives to discipline rather than have Probation take a student back to the unit and miss class time. Most discipline is now handled by the teacher, e.g. changing seats, talking one-on-one with the student, or sending the student to talk to the school counselor or assistant principal. A student may also talk to the GS staff. While it is possible that a student returns to the unit for unresolved disciplinary problems at school, this is rarer than it was a few years ago.</p> <p>The on-campus CARES program was created to avoid the need for corrective action that would take a student out of school. The CARES program continues during Covid-19 with students learning online.</p>
(4) The facility administrator, in conjunction with education staff will develop policies and procedures that address the rights of any student who has continuing difficulty completing a school day.	X			<p>This is a written policy with form.</p> <p>A student may make a request to transfer from (or to stay in) the CARES program and the request will be immediately considered. A teacher may fill out a recommendation for a student transfer. Regardless, a multidisciplinary team evaluates whether a student should return to the mainstream classrooms every two weeks.</p>
(d) Provisions for Special Populations				
(1) State and federal laws and regulations shall be observed for all individuals with disabilities or suspected disabilities. This	X			At this time, the school is not doing Special Ed testing to identify students. On September 28, federal guidelines affirmed that the Covid-19

<p>includes but is not limited to child find, assessment, continuum of alternative placements, manifestation determination reviews, and implementation of Section 504 Plans and Individualized Education Programs.</p>				<p>waiver has ended and normal testing timelines must resume. https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-provision-of-services-idea-part-b-09-28-2020.pdf</p> <p>The school intends to resume testing soon and do testing interactions through Plexiglass.</p> <p>Doing IEP meetings via Zoom has resulted in higher attendance and increased general contact with the parents.</p> <p>The principal reports that the use of Zoom and other technology in the classroom has expanded opportunities to teach to different learning styles. For example, breakout rooms allow for small group work and discussions, and also allow for one-on-one concentrated student support. Screen sharing allows a teacher and student to look at an assignment together. There are more credit recovery options using Edgenuity rather than the paper packets which were of limited quality, but the only option in an environment where computers were not actively used.</p>
<p>(2) Youth identified as English Learners shall be afforded an educational program that addresses their language needs pursuant to all applicable state and federal laws and regulations governing programs for EL students.</p>	X			<p>SMCOE continues to invest in English language learners. New this year:</p> <ol style="list-style-type: none"> 1. The four court and community schools have a half-time English Language Services specialist to provide ongoing professional development and support for mainstream teachers. 2. An ELD teacher is at the school during English class daily and works with students in class during instruction or one-on-one outside of the classroom. <p>As before, Rosetta Stone is commonly used for non-English speakers.</p>
<p>(e) Educational Screening and Admission</p>				
<p>(1) Youth shall be interviewed after admittance and a record maintained that documents a youth's educational history, including but not limited to:</p>	X			
<p>(A) School progress/school history;</p>	X			
<p>(B) Home Language Survey and the results of the State Test used for English language proficiency;</p>	X			
<p>(C) Needs and services of special populations as defined by the State Education Code, including but not limited to, students with special needs.; and,</p>	X			
<p>(D) Discipline problems.</p>	X			
<p>(2) Youth will be immediately enrolled in school. Educational staff shall conduct an assessment to determine the youth's general academic functioning levels to enable placement in core curriculum courses.</p>	X			<p>Due to Covid-19, the three-day orientation is temporarily suspended.</p>

(3) After admission to the facility, a preliminary education plan shall be developed for each youth within five school days.	X			
(4) Upon enrollment, education staff shall comply with the State Education Code and request the youth's records from his/her prior school(s), including, but not limited to, transcripts, Individual Education Program (IEP), 504 Plan, state language assessment scores, immunization records, exit grades, and partial credits. Upon receipt of the transcripts, the youth's educational plan shall be reviewed with the youth and modified as needed. Youth should be informed of the credits they need to graduate.	X			
(f) Educational Reporting				
(1) The complete facility educational record of the youth shall be forwarded to the next educational placement in accordance with the State Education Code.	X			
(2) The County Superintendent of Schools shall provide appropriate credit (full or partial) for course work completed while in juvenile court school in accordance with the State Education Code.	X			
(g) Transition and Re-Entry Planning				
(1) The Superintendent of Schools and the Chief Probation Officer or designee, shall develop policies and procedures to meet the transition needs of youth, including the development of an education transition plan State Education Code and in alignment with Title 15, Minimum Standards for Juvenile Facilities, Section 1355.	X			<p>Section 1355 does not specify what must be included in educational transition planning. However, the school's efforts seem to be consistent with the intent of the law.</p> <ol style="list-style-type: none"> 1. School protocol is to forward student records to the next school and have the school counselor notify the receiving school of the youth's release date. 2. If a student has an IEP, then the school, receiving school, parent, and youth meet to do transitional planning. 3. SMCOE has extended help to all students with reenrollment: <ol style="list-style-type: none"> a. As of 2019, a youth may be dually enrolled for the first 30-days of detention so that there is no parent paperwork or parent time-off-work obstacles to re-enroll a child. b. As of three months ago, the school hired a permanent bilingual family counselor (this had been a subcontracted role) to assist parents with the process of re-enrollment. She confirms the youth is re-enrolled, has computer and wifi access, and assists with any other problems associated with returning to the student's home school. She teaches parents how to self-advocate, as well. c. A recent meeting with the court schools and Sequoia Union

			<p>School District discussed problems that result from students returning to their home school with partial credits -- unavoidable in a detention setting -- and solutions.</p> <p>A multidisciplinary team meeting is held to review each youth's needs and progress every week. Present are the school, Medical, BHRS, and Probation. In anticipation of a youth's exit, the team discusses a youth's transition needs for each department to implement.</p> <p>We understand that this fulfills Section 1355 requirement for policies and procedures based on guidance YSC has received from BSCC. We recommend that the policies and procedures exist in written form.</p> <p>We also recommend a more comprehensive view of transition planning. It seems that the current approach effectively transitions the youth <i>from</i> the facility, but may not meet the broad re-entry needs of a youth. For example, it excludes vocational readiness and placement.</p>
(h) Post-Secondary Education Opportunities			
<p>(1) The school and facility administrator should, whenever possible, collaborate with local post-secondary education providers to facilitate access to educational and vocational opportunities for youth that considers the use of technology to implement these programs.</p>	X		<ol style="list-style-type: none"> 1. Project Change is the school and facility's method of collaboration with post-secondary education providers. Students may choose to participate and earn college credit (or work on credit-recovery during that slot). Students use computers to complete assignments. 2. Semester 1: CSM taught "Success Strategies" twice per week for eight weeks. CSM also taught "Introduction to Psychology" at Hillcrest and "History of Ethnic Studies in the United States" at Camp Kemp. Notre Dame de Namur University taught Creative Writing at both Hillcrest and Camp Kemp. 3. Semester 2: CSM taught "Success Strategies" twice per week for eight weeks. CSM also taught "History of Ethnic Studies in the United States" at Hillcrest and "Abnormal Psychology" at Camp Kemp. Notre Dame de Namur University taught Creative Writing at both Hillcrest and Camp Kemp. 4. Were a student to enroll at a local community college, probation would provide transportation to the college, out-of-class access to professors, and assistance with school work. <p>While student access to college is impressive, they have no access to vocational opportunities other</p>

				than exploring the "Career Pathways" computer program during orientation.
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Summary of Evaluation

Commendations

We appreciate the continued dedication of the SMCOE and school staff to best serving the needs of students at Hillcrest. We admire their commitment and proactive approach in improving students' lives through education. The leadership demonstrates a strong growth mindset that has enabled exciting change in serving students with difficult educational backgrounds, attitudes, and skill sets.

Of note, the following services were introduced or expanded in 2019/2020:

- Integrating technology into all aspects of student learning has expanded teaching capacity
- Increase competence in "real world" technology skills, such as creating a Word document or Powerpoint
- Zoom as a means for increased parent involvement
- A bilingual family counselor
- An ELD teacher one period every day
- Alternative disciplinary responses enable students to stay in class
- Greater transition services for a student's re-enrollment after detention
- Individualized learning through Edgenuity for credit-recovery rather than packets
- A personal finance curriculum
- Robust Project Change offerings
- An expanded school assembly program
- Specialist teacher training and support in the use of technology for instruction
- Specialist teacher training and support in ELD in the mainstream classroom.

Adapting to Covid-19 required instructing and providing youth with services through technology. We hope that all will be kept post-Covid-19. In particular:

- Using Zoom to maintain closer parent relationships for the well-being of students
- Using computers on-unit for expanded access to education
- Using computers in-class with full use of office software
- Using computers in-class and on-unit for research
- Enhanced teacher technology skills.

Last year's inspection recommended that the SMCOE and school analyze Measures of Academic Performance scores, which measure for grade-level skills advancement every three months. The county and school plan to do this in the upcoming year to learn how to better meet individual student needs. The JJDPC applauds this effort.

Recommendations

Resume All Special Education Testing

On September 28, federal guidelines affirmed that the Covid-19 waiver has ended and normal testing timelines must resume.

Coordinate Partial Credits with Receiving School Districts

SMCOE needs to connect with each receiving school district to ensure that students do not have to repeat a class in whole when they arrive with partial credits in a core subject. At Sequoia Union High School District, partial core credits are counted as elective credits which does not appreciably move a student closer to graduation.

Resume 3-Day Orientation

While there have been few admits due to Covid-19, the Commission values the orientation process and would like this to resume should there be new admits.

Expand Transition Planning

We recommend broadening the scope of transition planning and developing written policies and procedures.

Recommendations based on Student Interviews

Disable Go Guardian blocks on teacher-assigned sites and tools

Review whether the curriculum (content and form, if not always skill-level) are to grade level.

Ensure that all students are being treated with respect (providing assistance, grading policies, and the handling of student work).

Address verbal abuse by the science teacher.

Have students and the librarian meet to discuss library inventory.

Vocational Opportunities

YSC should offer more robust vocational training (as a complement to Project Change) because previously incarcerated youth often work post-high school rather than attend college. Details of the following programs are in Attachment 2. Here are possible approaches:

- Introduce an entrepreneurship program through Probation. These skills apply to any career and, especially, to tradespeople. BUILD, a Redwood City non-profit, offers an excellent program at Sequoia High School and Woodside, and might be considered. Youth Entrepreneurs offers free online and packet-based education in entrepreneurship. Another entrepreneurship program that intentionally uses female examples is Venture Labs.
- California community colleges offer completely online vocational training (for example, Foothill College offers 37 online vocational certificate programs, like veterinary assisting and graphic design).
- Bring in speakers and take students on virtual factory tours via Nephris.

This would also provide educational opportunities for youth who have finished high school and are unscheduled during school hours - a concern noted on inspections for the past three years.

HISET Preparation

Prepare students for the test as required.

Notes for Next Year's Inspections:

Review Measures of Academic Performance data for youth by length of detention, etc.

Use Zoom for next year's inspections. Typically, an inspection of all facilities occurs over 2-days with back-to-back interviews of staff and students. Interviewing staff by Zoom with screen sharing proved to be a more effective way to gather and organize information for the report. The inspection time at the school sites could then focus on classroom visits, connecting with teachers, and interviewing students.

Attachment 1: Student Interviews

INTERVIEWS OF HILLCREST STUDENTS OCTOBER 9, 2020

Seven young men from Hillcrest School were interviewed via Zoom. They were mostly high school juniors or seniors.

Comparison with Home School.

It's way different. School on the "outs" is way harder. Students here are dropouts. They give us 5th grade level, review work. Once in a while they give us high school level work. In the outs, they give you work at your grade level. He never learned a lot here. They just do review. He does his work and turns it in, but sometimes the teacher doesn't even grade it.

Other boys agreed that they aren't getting work at the junior or senior high school level. They give them easy work. One boy said his home school was better. The grading process is better. Some of the teachers here are helpful, but some are not. His math/science teacher doesn't really help them.

You also have to follow more rules here. Their home schools have fewer rules. Here the students are different ages and in different levels in the same class. You can't go to the bathroom by yourself. You have to go back to your unit. And there aren't any girls in the classroom.

One noted that everything's through Zoom right now. They weren't on Zoom at their home school, though their home schools are probably also on Zoom now too. He's learned different stuff here. School is different. He had trouble in math. At his home school he was in a special class. Here he isn't.

What They Like at Hillcrest

Only one of them had difficulty coming up with one or more things they like about Hillcrest.

In General:

- The teachers are nice. "Some of the teachers are very helpful. They work things through with you. You really learn from them."
- They appreciate being able to catch up with their credits. Credit recovery is faster than at their home schools. One said he dropped out in the 6th grade and would not be in school now, or have gotten as far as he has, if he weren't at Hillcrest. Another said he liked how quickly he was catching up on his credits—good credit recovery booklets.
- Counseling and support with IEPs.

About specific classes

- One really likes science. He says he's learned a lot about science. He's started doing science. There are a lot of things out there in the world. "There's no way God can make the whole world. Hard for me to believe. History too. How crazy it was in the past." He likes learning about government, learning about religions in other parts of the world.
- One especially likes social studies, because that teacher is very helpful.
- English and math. He learned algebra here. He couldn't do algebra before he was locked up.
- Another likes English and social studies because there are few students in the classroom, the teacher has time to spend with them.

- Two said they like Physical Education. One said PE is the only class he likes because we get to go out and have some fun. But now, he said, they have a gym they can't use. Another said he used to like the sports and other activities, but they have stopped because of Covid.

What They Don't Like

They had a fairly substantial list of things they didn't like in general:

- Not getting work at their grade-level. They feel that in general, they are getting middle school review instead of high school work.
- On the other hand, one says he doesn't like it that sometimes they give him work that he doesn't know how to do. He says he does what he can and whatever happens, happens.
- The lack of technology, technology use, and the restrictions on technology use and restricted sites. Everything the teachers give them to look up is blocked. He asked why would their teachers give them something inappropriate to look up?
- One doesn't like it when the teachers grade their work and then throw it away. They don't give it back to them unless they ask for it. You can't prove you did something if it's been thrown away.
- Unfair grading. More than one said there is a teacher who fails a whole paper/test for one mistake, even something as simple as neglecting to put an initial capital on a word. One mistake and you get a zero. No partial credit. They think they should get some credit for the work they do.
- Another says he doesn't feel that he's learned a lot. He feels he's educating himself by reading books. The teachers don't help you; they just give you the work.
- There's not a lot of school time to get work done. They have class from 9 am to 2:40 pm (with 20 minutes for lunch).
- They are hampered in doing their work by Go Guardian. Go Guardian is way too restrictive. It doesn't let them go to sites they need for assignments. It gets in the way of their completing projects assigned by their teachers. Teachers try to show them videos and they can't access them either.
- Sometimes, one of the boys said, staff will help you access what you need. Others just say figure it out yourself. Another said that a calculator online is blocked. Necessary sites are blocked, and staff can't help all of us at once.
- Several echoed the girls' complaint that they want school to be back in person. One says it's difficult for him to do on Zoom. He can't get help the way he did in person.
- Overall, the technology is outdated at Hillcrest.
- One said it was a hard question. (Hillcrest) is not that great.
- The library books are boring, not updated. They're trash.

Comments on specific classes:

- Three mentioned math. One said he has a very hard time with math. He thinks the teacher should help them, but she doesn't explain anything. Another said they don't really get help. They give us a package and tell us to do stuff. A third just said "I don't like the teacher."
- Three mentioned science. One said the teacher makes them do a lot of unnecessary stuff, go over work, and do corrections on stuff that's already been graded. Another said they don't really get help. The most concerning was a student who said he doesn't like science class because the teacher is so disrespectful. She'll call you "dumb," "slow," and "special ed."
- Two said English and reading. For one, he said language arts is hard for him in general. He's told his teachers so. The other, interestingly, said it's because he would like to learn about different languages, not just English. He'd like to learn Italian, Arabic, or French.

Improvements They'd Like to See

Two would really like to go back to in-person learning, instead of having all instruction over Zoom. One said he didn't think distance learning was working for any of them. In-person classes is what he really wants and needs the most. Another said that if they had school in person, he thought it would help learning, that he could understand stuff more.

Three want to be given their level of high school work, depending on where they are. As they catch up, one said, give them harder work. He thinks some of the boys don't want to go to school because they aren't learning anything. The third said to give them the grade level they would be in their home school. In science, they're given 6th grade work. That doesn't help them. Give them the work and explain how to do it. Help them more. Be more patient with them.

One suggested more technology-related classes like Photoshop, plus other electives like music therapy class, or art class, classes that would feed their particular interests. Another suggested adding after-school programming or a group where they can have tutors help them do their work.

One young man was definite that he would like to see new library books. He's into urban fiction and believes most of the others are as well. That genre. He wants books they can relate to. Life scenarios they can relate to.

Another thought the teachers could use better teacher training. Training to help make sure they're all in the same frame of mind, i.e., to help their students.

What They Worry About

Four didn't have anything in particular they were worrying about. One added that he was catching up on his credits, which is good. One was worried that he won't be up to date with what he's learned when he gets out because of the heavy security on what they can access online in the hall. Another said that he worries that, because school is online, he'll have trouble with his credits when he gets out, because of what he doesn't understand. With class in person, his teacher could explain stuff better than she can through the computer.

Past Transition Planning/Execution

Asked about past experience with transferring from the Hall to a regular school:

- One had no experience with that
- One was transferred from another hall
- Three reported it was pretty easy:
 - One said he hasn't been out in two years. Last time he was released he was in 8th grade. He had an IEP and he was put in smaller classes with more individual attention
 - Another said it took 30 minutes for him to transfer, but he didn't stay. He'd go to school in the morning and leave before the end of the day
 - The third said he went back to regular school the day after he was released. He added that he did ok on his classes on the outs.
- Two said that the transition was hard.
 - One said it had been a while. The last time he went to regular school, he was in a foster home in 8th grade. There were over 2,000 students in the school and 25 to 30 in a class. They did put him in smaller classes. The work was hard. It took a month from his release

- before he was back in school, because he was released during the summer and it took a while to find him a school in Fremont.
- The second said it was a whole different curriculum in his regular school, a big difference. He had a lot of trouble. There were “a whole lot of things I knew nothing about.”

Do You Have an IEP and Is It Being Followed?

Three said they do not have an IEP, one wasn't sure, and three said they do. The one who isn't sure, said he thinks he does, and he thinks it's being followed, but at the same time he doesn't feel he's getting the help he needs. One, who has turned 18, signed for his own. Another said that the school psychiatrist checks with him on his IEP. The third says his IEP isn't being followed. There aren't special classes for those with IEPs. It's all mainstream. He used to have a class called SAI, with a Special Ed teacher and a teaching assistant to help him.

Do You Have a Transition Plan Back to Regular School?

Four do and three don't. Of the three who don't, two have no release date and one has had no disposition of his case yet.

Of the four who have a transition plan, one is in Project Change. Another, who should have been released October 18th, has been talking with his counselor and his dad. The counselor has been working with the school district to get him enrolled, probably in Redwood High School, as soon as he's released.

Another is being released on November 15th. He's set to go to Thornton, an alternative school, in Daly City, Thornton's principal has been calling every two weeks to see how he's doing.

The third says he will be released on November 17th and his counselor has told him he needs 130 credits to graduate. He isn't sure which school he'll transfer to, probably Redwood High School or another high school in the Sequoia Union High School District.

Attachment 2: Vocational Training Resources



Based in Redwood City, BUILD uses entrepreneurship-based, experiential learning to ignite the potential of youth in under-resourced communities and equip them for high school, college and career success. BUILD's unique program offers students a four year entrepreneurship experience. The first year curriculum would be appropriate for our youth. Local programs exist at Sequoia High School, Woodside High School, and East Palo Alto Academy.



<https://yeacademy.org/> and <https://www.youthentrepreneurs.org/about-us>

Youth Entrepreneurs empowers young people with the values and vision to pursue their dreams. We strive to change the mindsets of young people, so they believe in themselves and what they can accomplish. Our experiential education model instills entrepreneurial and economic principles built for prosperity. We equip students to overcome barriers and seize opportunities for good. No cost.



<https://venturelab.org/curriculum/>

Provides age-appropriate no-cost curriculum in entrepreneurship to use in a school or home setting through video modules and 60 self-paced activities thirteen key concepts in entrepreneurial thinking. Consciously uses female examples. User guide: <https://venturelab.org/wp-content/uploads/2018/04/User-Guide.pdf>



Nepris is a web-based solution to bring in career speakers and take students on virtual factory tours:

<https://www.nepris.com/share/play/list/1f39ff39-1348-4e44-bd6b-1a6f8527e611>.

It helps educators expose students to different career and education paths, find real world applications to what students are learning, and inspire them to choose a STEM pathway. Educators specify the occupation area of the speaker. Career examples: <https://www.nepris.com/collections/sessions/items/8>. The free basic Nepris account gives you access to one live session and one live industry chat, and the Platinum Plan is \$149 annually and gives you unlimited access to live sessions and industry chats.



A full-list of community college certificate programs is here:

<https://www.onlineu.com/best-online-community-colleges/california>.

Opportunities are available to study automotive technology, game design, audio production, medical coding, computer networking, bookkeeping, child care, firefighting, hospitality, real estate, to name just some.