

Juvenile Justice and Delinquency Prevention Commission San Mateo County, California

Canyon Oaks, School Year 2018-2019 (Summer 2018 through May 2019)

Canyon Oaks School Inspection Report

Date of this Inspection: May 20, 2019

Date of Last Inspection: May 22, 2018

Facility Name: Canyon Oaks

Contact Person: Sibane Parcels, Principal

Address: 400 Edmonds Rd, Redwood Cty, 94062

Phone Number: (650) 312-5323

School (Section 1370)

Executive Summary: Overall Impressions, areas of commendation and areas for improvement

Background: The Canyon Oaks school is a small, 2 classroom school run by the San Mateo County Office of Education that teaches youth residing at Canyon Oaks. All residents of Canyon Oaks have an IEP and require education. Both teachers are Special Education certificated and combine group teaching with individual instruction and individualized learning on a computer-based personal learning platform. Students are not forced to go to class if their mental health is not conducive to attending school so the number of students varies day-to-day.

Commendations:

The school **satisfies all inspection areas.**

The **teaching staff** are extremely patient, dedicated and flexible. The teachers understand the mental health challenges of their students and have a therapeutic orientation. They are caring and accommodating and meet the students where they are. The teachers are not only committed to covering the curriculum, but to support their social and emotional learning.

We applaud the SMCOE's choice to have the **same principal** for Canyon Oaks as the other court schools. She has done an impressive job at the other schools and we believe Canyon Oaks will similarly benefit.

The SMCOE is adding an **IEP coordinator, an academic counselor, and Bridge to College** to the school staff next year. We hope the IEP coordinator will lower the burden on the teacher responsible for IEP meeting compliance and facilitate the challenge of transitioning students to and from Canyon Oaks.

Recommendations:

We recommend a separate **storage space** for curricular materials. The teachers have already formally requested this.

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Both teachers participate in professional development training during Early Release Wednesdays with the rest of the Court and Community Schools staff. They teach challenging students and would like benefit from the content and collegiality of teacher trainings.

Number of Full-Time Instructors: 2 Number of Full-Time Instructional Aides: 1

Number of Tutors (Paid? Volunteer?): 0

Frequency of Substitute Teachers: Rare; substitutes are difficult to find.

Number of youth attending School: On inspection day, 10 were in attendance.

Average Classroom Size: 6 Max Classroom Size: 6

Number of youth on independent study: 0

Describe Reason and Independent Study: There isn't an independent study program; students have individualized education built into their school day.

Number of youth not attending school: This varies daily. Most students attend school most days, however attendance for a full day of school is approximately 50%.

Reason: Students are not forced to attend school. They may be late; not attend if they sleep in; or choose not to attend due to anxiety about attending school, a change in medications, or other issues related to their diagnosis. Sometimes a student will have therapy during class-time.

Describe the general atmosphere of the classrooms: The classrooms are typical of a school, e.g. Maps are on the walls in English/Social Studies. They are clean and well-organized.

Adequate Supplies, Books, Paper, Computer? Acceptable Unacceptable: While the classroom and students are fully supplied, the classrooms are quite small. This creates a few issues: 1. at times, students have distance restrictions, such as a requirement to stay 10' from another student. This is impossible given the size of the room, and 2. there is increased conflict even among non-restricted students as they cannot be spaced apart from each other. There is an annex room available, although this requires the teacher to move between the two rooms (the aide assists in supervising the classroom if the teacher is in the other room), and 3. teachers have little storage for materials in their classrooms. They have high need for (and have requested) an outdoor shed.

Are youth given access to computers/internet? Yes No

Details (when, purpose, supervision): Students use the Edgenuity individualized learning platform. Teachers have blocks on inappropriate websites. Because the staff-student ratio is small, there is good supervision of student activities online.

Students are occasionally allowed to use computers outside of class in their living area, but this is not part of the school function and is not managed or monitored by the school personnel.

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Describe the relationship between school and facility staff: There is close collaboration. Some examples include: 1. teachers and therapeutic staff have bi-weekly meetings to discuss each student, 2. therapeutic staff participate in IEP meetings and support compliance, 3. therapeutic staff are accessible outside of the classroom to manage emotional issues that present themselves in the classroom, and 4. teaching staff read therapeutic logs before class each day to understand the recent history of their students. The teachers report feeling well-supported by the staff.

Describe access to school, recreation, etc. for youth confined to their rooms: Canyon Oaks is a residential treatment facility rather than a locked facility. Youth are not confined to their rooms. They always have access to school, recreation and counseling during the day as it is scheduled.

When is school held on the unit instead of in the classroom? Not applicable.

Post High School/GED:

Are there educational opportunities available for youth who have completed high school or have their GED? Yes No

Describe: For vocational training, students may participate in the "Workability" program which provides job opportunities for post-secondary youth (youth who are still in high school and who participate in this program can get high school credit for participating). Examples are working in the Redwood City Library or in the garden at the San Mateo County Office of Education's Gateway School. Vocational Education is also provided by the occupational therapist who is on staff at Canyon Oaks. If a student were to attend college, they would be provided with transportation to attend classes. There were no students who attended college this year.

Are youth given info/counseling on community college & 4-year college options? Yes No

Describe: There were no graduating seniors this year. Teachers have delivered college counselling informally in the past. Next year, the school will have an assigned academic counselor and will implement the "Bridge to College" program.

Are youth given information/counseling about financial aid options for college? Yes No

Describe: There were no graduating seniors this year. Next year, the school will have an academic counselor who will offer students these resources.

Are youth given resources for college entrance exam prep when appropriate? Yes No

Describe: There were no graduating seniors this year. In the past, Canyon Oaks has received help from the Silicon Valley Children's Fund staff in this area. Next year, the school will have an academic counselor who will offer students these resources.

Are youth able to take courses for college credit online? Yes No

Describe: No students are currently taking online college courses. Students would have computer access for college courses.

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Special Education/IEP Programs:

How many youth in the facility have an Individualized Education Program (IEP)? All students at Canyon Oaks have an IEP. There are currently 10 students at Canyon Oaks.

Do credentialed special education teachers participate in lesson planning and curriculum development? Yes No

How many credentialed special education teachers are at the facility full-time? Both full-time teachers are credentialed Special Education teachers.

Are regular IEP meetings held? Yes No

Describe: There are 4 IEP meetings held per youth: within 30 days after admission, at the annual marker, at the triennial with retesting as needed, and the final is held as part of the youth's transition to his or her next school. Therapeutic staff (and probation staff if the student is also under the supervision of a probation officer) are part of the IEP meetings.

Are parents notified of these meetings? Yes No

Describe: The appropriate holder of the student's educational rights attends. Parents are notified if they have these rights.

Are parents permitted to attend these meetings? Yes No

Describe: If they have educational rights.

Describe the most common obstacle to IEP compliance: One of the most common obstacles to IEP compliance is when students arrive with their IEP meeting in arrears. Additionally, emergency placements at Canyon Oaks make compliance difficult because the records in the Special Education Information System (SEIS) may not be complete when the initial IEP meeting must be and is held.

School Summary and Comments: The teachers and paraprofessional have created a school that serves its students in a therapeutically appropriate way. They do so through strong collaboration, skill in working with special needs students, sensitivity, and caring. The classrooms are small, but inviting and warm. Instruction is a combination of computer-based learning, individual, and group teaching. Classes are taught to the Education Code. Because approximately 85% of students are below grade level upon arrival, teachers often focus on basic skill acquisition and proficiency. The English teacher reports that the order of books taught is coordinated with the order taught at Hillcrest (Juvenile Hall) such that a student may go back and forth without loss of curriculum. However, the JJDCPC educational inspection team asked the Hillcrest English teacher and this was not confirmed.

It should be noted that we did not witness actual teaching this year. The school day ends at 1:00 pm and we arrived later. Our comments about teacher-student interaction reflect our observations from the 2017 and 2018 school inspections.

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Attachment 1: School Supplement

How many minutes of instruction per week do students receive? Minutes offered are per Educational Code. Actual minutes vary by student based on their attendance.

Do students attend school within three (3) days of placement? Does the school create a preliminary education plan for each new student before the student attends school or once the student has started? Yes, the students attend within 3three days if the student is emotionally ready to do so. Though sometimes there is a delay in receiving IEP information, students have an educational plan upon arrival.

Are there difficulties obtaining transcripts from the student's prior school? Are these typically received before or after the student has started attending school? The education plan is created in anticipation of the student's arrival unless the student is an emergency placement or if there is a delay in receiving school records. Transcripts are typically received in advance.

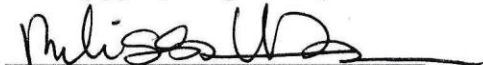
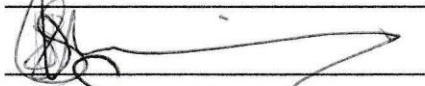
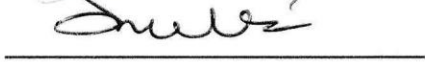
How are limited English-speaking students identified and served? How are these services provided once the student has been identified as non-English proficient? There are no non-English-speaking youth at the school because a youth must speak English to benefit from the therapeutic services.

Is credit recovery offered? Please describe. Yes, credit recovery is offered through the individualized learning available via the computer application Edgenuity or can be accomplished through individually created projects.

Is homework assigned? When and where do students do homework? Canyon Oaks does not assign homework. The after-school program is therapeutically demanding and the school does not add schoolwork onto the students' schedules.

How is transition back to a student's home district handled? This varies depending upon the school district into which the student will transition. For in-county placements, Canyon Oaks works with the home school district to re-enroll the student.

Signature of Commissioner(s) preparing this report

Melissa Wilson		Date: <u>12/10/19</u>
Valerie Gibbs	<u>/s/ Valerie Gibbs</u>	Date: <u>12/10/2019</u>
Doug Winter		Date: <u>12/10/19</u>
Monroe Labouisse		Date: <u>12/10/19</u>