

Juvenile Justice and Delinquency Prevention Commissions

San Mateo County, California

Canyon Oaks, School Year 2022-2023 (May, 2022- August, 2023)

Canyon Oaks School Inspection Report

Date of this Inspection: September 8, 2023

Contact Person: Sarah Notch, Executive Director,
Center for Access & Engagement, County Office
of Education

Facility Name: Canyon Oaks

Address: 400 Edmonds Rd, Redwood City, 94062

Phone Number: (650) 802-5629

Date of Last Inspection: September 23, 2021

School (Section 1370)

Executive Summary

Background

The school at the Canyon Oaks Youth Center educates youth with severe emotional challenges who are in the residential treatment facility. The facility is operated by BHRS. The San Mateo County Office of Education provides education. All students have IEPs.

There is one full-time teacher who teaches Math, Science, and Social Studies, and leads IEPs with the assistance of an administrative coordinator at the district. There is one full time paraeducator. There are three part time teachers who teach English, Physical Education, and Credit Recovery. Finally, the school academic counselor who serves all SMCOE Community Schools provides academic and vocational counseling to Canyon Oaks students. These services are the result of SMCOE's robust commitment to the Canyon Oaks school and its students.

School Summary and Comments

The teachers and paraeducator have created a school that serves its students in a therapeutically appropriate way. They do so through: 1. strong collaboration with each other and with therapeutic staff, 2. skill in working with special needs students, and 3. sensitivity and caring. Instruction is a combination of computer-based learning, individual instruction, and group teaching.

Because approximately 85% of students are below grade level upon arrival, teachers often focus on basic skills acquisition and proficiency. California's Common Core Standards guide instruction, however Science instruction does not align with the common core's Next Generation Science Standards.

The Measure of Academic Progress (MAP) test is given every three months to track student progress. The school plans to use this data to understand the progress students make in aggregate and to better target the needs of individual students.

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Commendations

SMCOE and the teachers show a strong commitment to best serving these students.

Recommendations

Continue differentiation in education for higher level students so that they are learning at their skill-level and return to their home school without unnecessary learning deficit.

Update 16-year-old Science and Social Studies textbooks.

Identify services and learning outcomes in the [Single Plan for Student Achievement](#) and [Local Control and Accountability Plan](#) by site or issue separate reports for each school.

Report MAP testing outcomes for student skill advancement while at Canyon Oaks Youth Center.

Notes for Next Year's Inspection

Request SMCOE's outcomes data for Canyon Oaks Youth Center.

Inspection Notes:

Number of Full-Time Instructors: 1 credentialed teacher with Multiple Subject and Special Education credentials teaching Social Sciences, Science, Physical Education and serving as teacher of record for the Art Therapist

Number of Part-Time Instructors: 3 - English (.25 assignment) daily, Physical Education (.25 assignment) daily, and Credit Recovery (.25 assignment) 1/week.

Number of Full-Time Instructional Aides: 1

Number of Tutors (Paid? Volunteer?): 0

Frequency of Substitute Teachers: Rare. Teachers tend to substitute for each other.

Number of youth attending School: At the time of inspection, there were 5 students. Two additional students were expected to arrive in the following two weeks.

There was one youth at the facility who had graduated and was not attending school.

Average Classroom Size: 6

Max Classroom Size: 6

Number of youth on independent study: 0

Reason: There isn't an independent study program; students have individualized instruction built into their school day.

Number of youth not attending school: All youth except for one (a male youth who has graduated) --- attend school. About 80% of the students attend most of the school day on most days. This is an increase from past years.

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Reason: Students are not forced to attend school. These students are in intense therapeutic care. They may be changing medications, need additional sleep, or have great anxiety or other psychiatric symptoms, or have social problems with other students that would make attending school on a given day difficult. Sometimes a student will have therapy during class-time.

Describe the general atmosphere of the classrooms: There are two classrooms. Often, the teacher instructs in one classroom and the aide works with some students in the other room. This accommodates curricular differences between students (for example, a student working on algebra when the rest of the class is learning geometry) or interpersonal conflict that prevents certain students from being in the same classroom at once.

One of the classrooms seemed quite cluttered, and access to standing desks were limited due to materials stacked on them.

Adequate Supplies, Books, Paper, Computer? **Acceptable** **Unacceptable**

However, the Social Studies and Science textbooks are 16 years old.

Are youth given access to computers/internet? **Yes** **No**

Details (when, purpose, supervision):

The school typically uses a blended-learning approach and students often use classroom computers as part of their education. In addition to Edgenuity, the teacher may use Khan Academy.

Security is provided by the program "Go Guardian".

While credit recovery may be done by pencil and paper, 90% use the Edgenuity individualized learning platform for Credit Recovery. 80% of students are credit deficient. Credit recovery may be done via Edgenuity online or Starline packets. Credit Recovery is typically done on a student's "own time" and is, thus, done with packets.

Describe the relationship between school and facility staff: There is close collaboration. Typically, 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. all teaching staff read therapeutic logs before class each day to understand the recent history of their students.

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

College Education: A student may attend college (in-person or online) while at the facility. If a child is a minor, they require permission of parent/guardian to attend college. The therapeutic staff facilitates a

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student's enrollment and registration, transportation, and provides educational support. No students are currently enrolled in college. We were told that it is rare for students to attend college; the few that graduate while at Canyon Oaks are interested in getting jobs when they graduate.

Vocational Training: The school does not offer vocational education other than California CareerZone, an interest inventory and career exploration website. Vocational Education is also provided by the occupational therapist who is on staff at Canyon Oaks. "WorkAbility", a program which provides job skills training and internships with coaching, is typically available. However, the staff position has been open since June and so the program is not operating. The staff has now been hired to administer the "We Can Work" grant, which should allow "WorkAbility" services to be again provided by the school. The plan is for this to provide 60-90 minutes of services monthly to students, with weekly check-ins.

Learning Outcomes: MAP testing is given at intake and to assess learning with an objective to improve student RIT scores by +4 per quarter.

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

Describe: The academic counselor comes on-campus once every month and does one-on-one check-ins with students to provide information about career and college options.

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

Describe: The school academic counselor offers this information and helps fill out financial aid applications.

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

Describe: Materials to study for college entrance exams are available to students by special request.

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

Describe: Students have access to computers and may take online or in-person college courses.

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 were at the time of inspection 5 students in the Canyon Oaks school.

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? The one full-time teacher is credentialed in Special Education.

Are regular IEP meetings held? Yes No

Describe: There are four 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. The county also follows-up with all IEP students 1-year post graduation if they graduated from a SMCOE school. Therapeutic staff (and probation staff if the student is also under the supervision of a probation officer) are part of the IEP meetings. Student records are accessed via the SEIS system.

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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: IEP compliance when a student enters has improved because IEP meetings are typically up-to-date and documentation is prompt.

Signature of Commissioner(s) preparing this report

Monroe Labouisse



Date: November 22, 2023

Melissa Wilson



Date: November 22, 2023

Whitney Genevro



Date: November 22, 2023

Sathvik Nori



Date: November 22, 2023

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Attachment 1: School Supplement

How many minutes of instruction per week do students receive? Instructional minutes are per Educational Code (240 minutes per day). Actual minutes vary by student based on their attendance. The school schedule provides ½-hour for P.E., 1-hour for Science/Math, 1-hour for English, and 40 minutes for Social Science daily. Therapeutic time is also a for-credit “class” that results in Life Skills elective units.

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 3 three days if the student is emotionally ready to do so. Although 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. At times, there are limited English speakers. The ELD-certified English teacher meets the needs of these students.

Is credit recovery offered? Please describe. Yes, credit recovery is offered via the computer application Edgenuity or can be accomplished through individually created pen-and-paper packets. There is a dedicated Credit Recovery teacher to work with and supervise student progress.

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? Because all students have IEPs, Canyon Oaks initiates an IEP planning meeting with the receiving school before a student returns. There is, for the second year, a 10% time the District Coordinator for Inclusive Services to assist in IEP processes. The goal at Canyon Oaks is for students to transition back to their home school to graduate.

Student Interviews

Of the 5 students currently attending school, none were interviewed because none fall directly under the jurisdiction of the Juvenile Justice Commission, i.e. none were placed at Canyon Oaks by the Superior Court.