Stanford Law School | Law and Policy Lab

GATEWAY REIMAGINED
Enhancing Educational Opportunity Through Partnership
Winter and Spring 2024

College of San Mateo

Gateway Reimagined

Enhancing Educational Opportunity Through Partnership

Final Report of the Policy Lab on Redesigning the San Mateo County Community School

Winter and Spring 2024

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With Deep Appreciation to:

The Youth Law Center's Statewide Student Leadership Cohort

Project Change, College of San Mateo

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I. Introduction

A. Background

In the summer of 2023, after a decision that the San Mateo County Community School, Gateway, would remain open, the County Office of Education (COE) engaged in a process to identify challenges in the current program and begin a redesign process. This included the creation of a Gateway Design Team that met throughout the 2023-2024 school year with consultants from the National Equity Project. The National Equity Project consultants also interviewed 42 stakeholders and produced a report in February of 2024.

From January to June 2024, in a Stanford Law School Policy Lab[1], law students and Graduate School of Education students, worked on a research project to complement the work of the Design Team by providing additional research into what a redesigned program could look like. The goal was to provide COE and the Design Team with ideas for a reimagined program to meet COE's strategic goals and address the challenges identified the National Equity Project report. This research started from three basic premises: 1) There is a need for a county community school program in San Mateo County; 2) There are challenges that have been identified with the current structure especially given the need to provide a wide range of services to a small number of students; and 3) There is an interest in pursuing some level of collaboration with the community college system.

After a review of COE documents, including the strategic plan and the National Equity Project report, we researched legal issues, funding opportunities and best practices. We did site visits and interviews with other programs. We did interviews and visits with Project Change and The College of San Mateo (CSM) to fully understand what is available on campus. Perhaps most significantly, we worked with members of the Youth Law Center's Statewide Student Leadership Cohort, a group of college students who were formerly justice involved, to get their input on what was most likely to make a program successful.

We want to acknowledge from the outset that we did not explore every possible model for a county community program. We explicitly explored models that incorporated collaboration with community college, because of COE's strong desire to deepen that collaboration and the tremendous opportunities that new statewide investments in community colleges present. As our report details, we found this model to be particularly well suited to respond to challenges that had been identified in the current program.

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[1] "Policy labs address problems for real clients, using analytic approaches that supplement traditional legal analysis. The clients may be local, state, or federal public agencies or officials, or private non-profit entities such as NGOs and foundations. Typically, policy labs assist clients through empirical evidence that scopes a policy problem and assesses options and courses of action." Stanford Law School Policy Lab website: https://law.stanford.edu/education/only-at-sls/law-policy-lab/

B. Executive Summary

Our report follows the six themes in the National Equity Project Report and makes recommendations in each area to address the concerns the report raises. Our key findings, listed on the following page, cover all aspects of the program at Gateway, from transition in and out of the program, to physical space, to specialized services.

The conclusion of our research is that there is an incredible opportunity in San Mateo County to redesign the county community school as a flexible, COE-run Middle College program, housed at the College of San Mateo (CSM) in collaboration with CSM and Project Change. As our report details, this alternative model addresses the huge challenge currently faced by Gateway of trying to provide diverse programming for a very small number of students because the model would allow the students to take advantage of many programs and resources at CSM, from technical classes to English language support to student affinity groups. The model also addresses a second, equally important concern—the need for a program that inspires students to make changes in their lives and helps them to see an alternative future. A program housed at CSM would do both in the most literal way—by allowing students to be in the physical space of a positive educational future, and, through Project Change, provide the mentorship and role models that are so critical to being able to imagine that future.

The College of San Mateo is home to Project Change, the oldest community college program in the state that supports formally justice involved students. Project Change is now being replicated throughout the state through the Rising Scholars program. At CSM, the program is well established and well-resourced, as detailed in Section IIF. The college itself also has an incredible diversity of resources. (Project Change and CSM programs are further detailed in Appendix C.) These resources present a unique opportunity to provide a much more extensive, robust and individualized program for students at Gateway without expending significant additional resources.

Our report contains some recommendations that can and should be implemented prior to a move to CSM. However, we conclude that a move is necessary to fully realize true change at Gateway. That is not only because of the tremendous resources that a move to CSM unlocks, but also because of how the experience that being physically present on a college campus could impact Gateway students. This was a consistent theme in our discussions with the Student Leadership Cohort, students who have been in the juvenile justice system but are now in college. The experience of being physically present on a college campus and having access to the role models that are on those campuses is transformative.

The report that follows contains 1) a summary of our key findings and proposed program plan; 2) a summary of our research and recommendations, organized by theme from the National Equity Project Report and 3) a detailed program plan for a reimagined COE program housed at CSM.

C. Summary of Key Findings

1. California law gives COE flexibility to pursue a creative redesign of Gateway's programming and funding to support this effort.

2. Gateway students would benefit from a different physical environment that fosters a love of learning and future aspirations.

3. There is an opportunity to revise Gateway's entry criteria and implement consistent and transparent entry and exit practices.

4. Students' transitions in and out of Gateway should be supported by both a Gateway transition specialist and a point of contact from the sending school.

5. Gateway students, including students with disabilities, would benefit from tailored instructional approaches to support a more engaging and inclusive learning environment.

6. Gateway students need consistent, effective language development strategies.

7. Gateway students would benefit from trauma-informed and culturally responsive practices inside and outside the classroom that support socio-emotional learning and student well-being.

8. There is an opportunity to create a unique dual enrollment model within the College of San Mateo.

9. The College of San Mateo and Project Change have the resources and programs in place to support Gateway students in a dual enrollment model.

10. Gateway students need a learning community that provides mentoring and role models with similar experiences to challenge negative narratives and support leadership development and youth agency.

D. Summary of Proposed Program Plan

Hybrid Model: COE Middle College Design

Introducing our unique COE Middle College model housed at CSM

- Housed at CSM
- 2+ classes from HS teachers in COE Homeroom
- Keys to Success taught by Project Change for all students
- Specific classes have COE Middle College cohorts with professor's agreement
- Access to all CSM supports, student groups, tutoring, centers
- Connects English Language Learners to CSM's English as Second Language Center
- Universal Design for Learning: Special Education services provided in homeroom; accommodations for classes in CSM

Transition In/Out	**Academics**	**Supportive Services**
- Transparent entry practices - Implementing a system for data collection to track entry and outcomes after exit - Specialized Staff and full-time transition counselor - Improving communication with sending district - Options to return to school district once expulsion period is up or graduate from COE Middle College	- Universal Design for Learning Principle - Social-Emotional Learning Objectives and Curricula - Individualized Academic Planning - Continuous and Robust English Language Development - Participation in Project Change's Keys to Success	- Project Change: Support and Mentorship - Family counseling - Guaranteed Mental health services through IEP or MediCal - Trauma-informed practices - A culturally responsive lens

II.   Findings and Recommendations

A. Legal and Funding Landscape and the Opportunity for Innovation

> *Gateway feels traditional and lacking in innovation. The master schedule is designed like a traditional school - with students moving through six periods a day - which replicates the look and feel of the comprehensive school they came from. Several participants mentioned that a lot of the teaching is very traditional and not reflective of the alternative setting in which non-traditional approaches could be employed. Others noted the challenge of having a teaching staff that doesn't mirror the student population when it comes to gender, race and ethnicity, home language, and lived experience.*
>
> National Equity Project Report, p. 7 (Theme 7)

Key Finding #1: California law gives the COE flexibility to pursue a creative redesign of Gateway's programming and funding to support this effort.

A desire for a more innovative, less traditional program is a theme in the National Equity Project report. California law gives the COE flexibility to pursue a creative redesign of Gateway's programming and funding to support this effort. From a legal standpoint, there are very few limits on how county community schools like Gateway can operate. The most relevant constraints relate to how students transition into and out of a county community school[2] (discussed elsewhere in this report) and programmatic requirements. Of the latter, there are just a few, flexible guidelines with which county community schools must comply. (See Figure 1)

> **Figure 1**: Programmatic Requirements for County Community Schools
> - **Reengagement** - Classes or programs to reinforce or reestablish educational development and lead to completion of a regular high school program.
> - **Tailored Education** - Individually planned educational program for each pupil.
> - **Disability Services** - Assessment for suspected disabilities and provision of appropriate services.
> - **English Language Learners** - Appropriate services for English language learners.
>
> *See* Cal. Ed. Code §1983.

These guidelines identify required elements of county community school programming. However, they do not dictate *how* County Offices of Education (COEs) must meet those requirements. This leaves Boards substantial discretion to select program models that best suit the student populations they serve.

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[2] Most salient here is Cal. Ed. Code §48915(d), which restricts the placement of students who have been expelled for certain acts involving weapons, controlled substances, or actual/attempted sexual violence. *See* Cal. Ed. Code §48915(c). These students may not be referred to a program of study provided at a comprehensive middle, junior, or senior high school, or at any elementary school. They may not participate in a program administered at the school site they attended at the time of suspension. **However, nothing in the Education Code limits students expelled for acts under subsection c from participating in programs at community college sites.**

This flexibility also means that County Offices of Education are free to draw inspiration from other program models.

Inspiration from Alternative Schools and Community Schools

County Community Schools are not the only alternative education models under California law. California's Education Code also provides for Alternative Schools and Community Schools. Both models emphasize serving specialized student populations with robust family, community, and educational supports. As a result, these program models align well with the COE's own vision for county community schools (see Table 1) and are compatible with the COE's legal obligations. Consequently, these models for delivering educational services to specialized student populations can serve as inspiration for Gateway's redesign.

Funding Opportunities to Support Redesign Efforts[3]

There are several sources of funding available to support the COE in pursuing its vision for Gateway. Some funding will flow to Gateway or the County Office of Education automatically. Others may require grant applications, provision of specific services, or adopting programmatic or curricular elements. In particular, embracing elements of Alternative or Community School models can open up new funding opportunities for Gateway and the COE.

Available funding falls into three basic categories:

- **(1) Automatic Funding** – some funding will flow to Gateway automatically and can be put toward achieving the COE's redesign goals. For example:
  - *California's Equity Multiplier* – The Equity Multiplier provides additional funding to high-need schools to close achievement and opportunity gaps. Eligible schools receive a minimum of $50,000 per year. Gateway should qualify for this funding based on the program demographics and high rate of transition in and out of the program.
  - *Local Control Funding Formula (LCFF)* – Beginning with the 2023-24 school year, County Offices of Education will receive $200,000 annually for operating a county community school. San Mateo COE qualifies for this funding.
- **(2) Funding based on School or Program Type** – other funding is earmarked for certain types of schools (e.g., Community Schools) or available to any program that provides certain services to students. For example:
  - *California Community Schools Partnership Act* – Grants allocate funding to support school efforts in partnering with community agencies and local government to align community resources toward improving student outcomes.
- **(3) Service and Programming-based Funding** – funds available for the provision of specific programs and services. For example:
  - *Student Behavioral Health Incentive Program (SBHIP)* – provides grants to help schools address behavioral health access barriers for youth in public K-12 schools who are Medi-Cal recipients.

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[3] For additional information about funding opportunities, refer to Appendix B.

Alternative School[4] Models Emphasize…	Community School Models Emphasize…	San Mateo COE's Vision for Gateway Emphasizes…
• Opportunities for students to develop values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy • The value of student learning motivated by one's own desire to learn • Learning environments that maximize student self-motivation and encourage students to follow their own interests • Continuous, permanent opportunities for teachers, parents, and students to cooperatively develop the learning process and its subject matter • Responsiveness to the changing world, including the community in which the school is located *See* Cal. Ed. Code §58500.	• Integrated supports services, including trauma-informed health, mental health, and social services • Engagement with family, pupil, school site staff, and the community • Home-school collaboration and culturally responsive community partnerships to strengthen family well-being and stability • Collaborative leadership practices • Centering pupil learning and supporting social-emotional learning, restorative justice, and whole child and family development • Extended learning time and opportunities, including before and after school care and summer programs. *See* Cal Ed Code § 8901.	• "Empower[ing] students to become responsible and productive members of the community" • Providing "learning opportunities in academic skills, independent life skills, positive self-concepts, and effective relationships with others" • An "education delivery system [that] is student-centered and adapted to meet individual needs" • Operating "culturally diverse and trauma informed classrooms" • Working with "community partners, non-profit organizations, and support services" to meet "diverse student needs" *See* Countywide Plan for Provision of Educational Services to Expelled Students, 2021-24

Table 1: Comparison of Alternative Schools, Community Schools, and Gateway

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[4] The term "alternative school" is sometimes used more broadly than its legal definition. For the purposes of this report, the term "alternative school" refers to programs that meet the definition in Cal. Ed. Code §58500. The key attributes of such programs are summarized above. For additional detail, see Cal. Ed. Code §58500 et seq.

B. Physical Space

> *Rather than symbolizing a place of aspiration and focus, the physical space represents a "dead end." As opposed to other beautiful facilities across the county, the structures at Gateway are all portable units and feel temporary and makeshift. The portable units have little natural light and the overall campus is not inviting. In addition, participants pointed out that organizing the space where all the students - albeit a small number of them - are all in one classroom is challenging. ...The location of the campus is separated from the community and is in close proximity to the San Mateo Juvenile Court and Hillcrest Juvenile Hall, which contributes to the sense of being at the end of the line.*
>
> *National Equity Project Report, February 2024, p. 3.*

Key Finding # 2: Gateway students would benefit from a different physical environment that fosters a love of learning and future aspirations.

California has comprehensive regulations that govern the physical infrastructure and location of schools to ensure safety, accessibility, and educational suitability. Although no specific California law explicitly prohibits constructing jails or juvenile facilities near schools, indirect regulations require safety assessments, environmental reviews, and community planning to prevent potential conflicts. The proximity of Gateway School to the San Mateo Juvenile Superior Court raises concerns regarding the suitability of the school's physical location. The COE Superintendent has wide discretion to choose the physical location of the county community school program. (California Education Code Section 1986)

In California, alternative education aims to provide a supportive learning environment that addresses the diverse needs of students at risk of academic failure or requiring credit recovery. Programs like continuation schools and independent study aim to re-engage students in the educational process and help them achieve their academic and personal goals. The physical space and location of Gateway needs to be looked at from the perspective of how that space supports or detracts from that reengagement.

The presence of strong academic and social communities is essential for academic success and the physical environment plays a powerful role in a student's educational experience. In "Community on Campus: The Role of Physical Space,"[5] Harrington's research illuminates the inextricable relationship between physical environment and educational success: physical structures, spatial organization, and accessibility are all variables that influence human behavior, and can either positively or negatively influence student persistence and success. The report also stresses the significance of the non-verbal messages conveyed through the physical environment. "Sustained exposure to a stressful environment can impact learning, cause illness, and create feelings of fatigue." The negative implications that the physical environment can have on students elucidate the importance of creating an open and intellectually stimulating space that fosters aspirational success and a love of learning.

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[5] Community on Campus: The Role of Physical Space,
https://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1104&context=epse_diss

Gateway comprises nine portable units located on Tower Road in San Mateo. The school is just 11 minutes walking from the San Mateo Juvenile Superior Court, which is positioned on a hill overlooking the school.
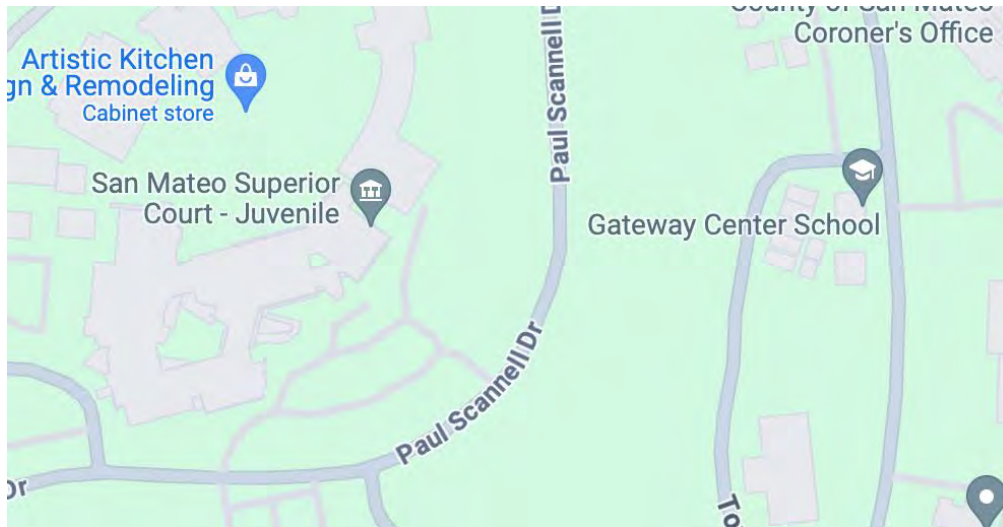
Figure 1: Map of Gateway made through Google maps

Figure 2: View of Juvenile Hall from Gateway

Apart from this proximity, it is important to highlight that San Mateo's Juvenile Superior Court is located on a hill. Consequently, from Gateway it is easy to observe San Mateo's Juvenile Superior Court and Juvenile Hall on the hill overlooking the school. Only three county community schools in the state are closer to Juvenile Hall than Gateway is to Hillcrest. (See chart of county schools and juvenile halls in California counties, appendix G.)

Former students expressed feeling as though they never truly left juvenile hall due to the court's constant visual presence. The view of Hillcrest provides a constant reminder of an extremely negative experience—one which students are trying to move away from.

In contrast, members of the Youth Leadership Cohort explained the benefits of being in a positive physical space, such as the Community College:
- "We need to be able to see ourselves in these spaces. Your mindset shifts." Yefry Mata Diaz, Youth Law Center Statewide Student Leadership Cohort
- "You know you're going in the right direction, even if you don't know where you'll end up." Angel Luevano, describing what it feels like to be on a community college campus.

The proximity of Gateway to Hillcrest Juvenile Hall raises concerns about the school's suitability as an alternative education facility. Through collaboration with San Mateo Community College, which is a five-minute drive down the road, there is an exciting opportunity to create a program at a beautiful physical space that will foster a love of learning and future aspirations.

C. Program Entry and Transition

The referral process and collaboration surrounding transitions between Gateway and referring districts needs attention. At least one participant in every discovery session we held expressed some concerns about the process for referring students to Gateway and the manner in which SMCOE staff, school-site staff, and district staff collaborate in supporting transitions from and back to referring districts. Some participants view the pattern of high numbers of Black and Brown male students being referred to Gateway as an equity issue (90% of students on campus are young men of color), and wonder if a different referral process (or set of practices) would change the demographic imbalance. Others see an opportunity and/or obligation to provide extra/special services for students who need it most, even if the majority of those being referred are Black and Brown young men. Participants also called for greater continuity of services during transitions between home districts and Gateway (and back again).

National Equity Project Report, p. 5 (theme 5)

Key # Finding 3: There is an opportunity to revise Gateway's entry criteria and implement consistent and transparent entry and exit practices.

1) Entry Criteria

The lack of transparency surrounding transfers to county community schools, coupled with insufficient data about where students go after leaving Gateway, make clear a need to reform and monitor the transfer process. In addition, having clear post-Gateway options that are located both within and outside the student's home district for students after their time in Gateway will assist students and their families in paving future endeavors.

To optimize the support and rehabilitation offered by the Gateway program, a clear and structured framework should be established to manage students' entry and exit pathways. This approach ensures that students receive tailored assistance that aligns with their unique circumstances and educational objectives.

Currently, four designated pathways govern entry into the Gateway program. These pathways are detailed in **Table 1** below. However, it is essential to note that there is currently a lack of detailed data regarding the number of students utilizing each pathway.

Table 1: Specific Pathways into Gateway Program

Pathway	Description
Voluntary Transfer	Students choose to transfer to Gateway for specific program benefits.
Expulsion	Students are transferred to Gateway due to disciplinary actions that result in expulsion from their district.
School Attendance Review Board (SARB)	Students referred by SARB due to attendance issues or other specific criteria that require intervention.
Probation	Students on probation are placed in Gateway as part of a judicial directive, based on the recommendation of Probation.

In response to this data gap, it is proposed that Gateway initiate a probationary period during which the program would **exclusively** admit and closely monitor students expelled from their home districts. This focused approach will allow for precise progress tracking and outcomes, providing valuable insights into the program's effectiveness. Students who are expelled from their home districts have faced significant challenges at their home school and are not eligible to attend any school except the county community school. For that reason, it is critical that any new program be particularly responsive to the needs of expelled students. It is also important that any new program be able to track outcomes for that population to ensure that the program is working for those students who are most at risk and who have the fewest options.

Below are three recommendations for addressing the aforementioned challenges:

Recommendations:

1. Prioritize and limit entry to expelled youth
   To enhance the impact and effectiveness of the COE Middle College program, it is recommended to prioritize and strictly limit admission to students expelled from their home districts at the beginning of any new model, for the first two years. This targeted approach will allow COE to focus its resources and interventions on the students requiring the program's unique disciplinary and rehabilitative support. By narrowing the entry criteria, the program can better tailor its educational strategies and support systems to address the specific challenges and needs of expelled students. Moreover, this restriction would facilitate more precise data collection and analysis, enabling the program to monitor progress and outcomes for this specific group effectively and adjust strategies as necessary.

2. Guarantee certain post-Gateway options for students
   It is essential to establish guaranteed options that provide clear pathways for students' future educational and personal development. These guarantees should include are represented by the Transition Pathways Out, as shown in **Table 2** below**.**

Table 2: Transition Pathways Out

Transition Pathway Out	Description
Choosing to Remain at COE Middle College	Students decide to stay at Gateway until graduation, with full access to COE Middle College's programs and events.
Return to Home School	Students return to their home school district, with a supportive transition plan.
Transitioning to the Middle College of Student's Home District	Students transfer to a Middle College program within their home district, allowing them to partake in district-wide activities like prom and graduation.

- The Right to Return to Home School: Ensure that students can return to their original school district upon completion of their period at COE, should they choose to do so. This flexibility is crucial in respecting the student's needs and preferences.
- Transition to Middle College: Offer the possibility for students to enroll in the Middle College program within their home district. This pathway should be particularly emphasized as it maintains continuity in the student's education and allows them to participate in district-wide activities such as graduation and prom, ensuring a well-rounded educational experience.
- Continued Education at the COE Middle College: For students who find that the COE program best meets their educational needs, provide the option to complete their education within the program. This should include full access to COE's academic and extracurricular activities, ensuring a rich and fulfilling school experience.

Implementing these recommendations will significantly enhance the structure and efficacy of the COE Middle College program. By prioritizing expelled youth for entry and securing robust post-program options, COE will better support the student's academic and social rehabilitation and facilitate a smoother transition back into the educational mainstream or further educational opportunities.

3. Address gaps in data and Incorporate a consistent data collection process
   It is crucial to implement a consistent data collection process. This should include establishing and documenting processes to gather information on involuntary and voluntary transfers to and from Gateway. This data collection should also capture the statements and roles of stakeholders, such as parents, family, school administrators, and transition specialists, when they are present at students' transition meetings, in the form of meeting summaries, to ensure this process is effective. Similarly, data on the duration of student enrollment at Gateway should be documented. These measures will not only enhance the San Mateo County Office of Education's understanding of student experiences and outcomes, but would also provide more data for evidence-based decision making and strategic planning. Finally, data should be collected on where students go when they leave Gateway. These processes align with the County Office of Education's priority to "review diverse data sources, including the annual County Office of Education employee survey and the California School Dashboard (Strategic Plan, pg. 2).

Key Finding #4: Students' transitions in and out of Gateway should be supported by both a Gateway transition specialist and a point of contact from sending school.

In February 2024, the National Equity Project (NEP) found that the referral process and collaboration surrounding transitions between Gateway and referring districts needed reform.[6] The variability in how students enter Gateway, the lack of clarity in the steps leading to and after the end of the student's expulsion, and the inconsistency in post-Gateway options prevent Gateway from meeting the student's needs. Having specialized staff who are dedicated to the student and their goals can better ensure that students do not fall between the cracks.

Below are four recommendations for addressing the aforementioned challenges:

Recommendations:

1. Designate a Transition Specialist role dedicated to Gateway students
   A full-time COE transition specialist would be well positioned to ensure that students have and fulfill an individualized plan for their time at Gateway and post-Gateway. It is crucial that the staff member in this role is not affiliated with the juvenile hall as they act as the main liaison between the student and post-Gateway institutions. By having regular check-ins and planning for follow-up meetings, the transition specialist can track the student's progress in meeting their personal and academic goals while learning about what the student's post-Gateway goals are.

2. Assign the student with a representative from the student's future school
   To facilitate continuous communication throughout the student's time at Gateway, each district should identify a school staff or faculty member to serve as a point of contact for the student

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[6] National Equity Project, Summary Findings from Discovery Sessions February 2024 5 (2024), https://canvas.stanford.edu/courses/186728/files/13054470/download.

during their time in and after Gateway. This will promote a sense of continuity for the student and prevent the student from feeling left behind. Not only would the student receive further clarity and guidance on what steps they will need to take to return—if the student would like to return—but this will instill a level of accountability districts must hold to their students.

3. Provide the student with a prescribed date to transition out of Gateway
   In line with the re-entry goals set forth in the student's entry plan, every student should have a prescribed date to transition out of Gateway. This date should set a basis for transition and student support planning, regardless of whether the student decides to return to their school of origin, enroll in a new school or district, or remain at Gateway. This date should align with the student's rehabilitation plan from the sending district and the transition specialist should pay close attention to the plan's requirements.

4. Ensure that students have the right to participate in ceremonial events at home school
   If a student completes their senior year at Gateway, whether by choice or as a result of the timing of their transition into Gateway, students should have the right to participate in the graduation ceremony of their school of origin, assuming that their expulsion period is over and barring their presence presenting a danger to other students or themselves. Students should also receive an official high school diploma from their school of origin. The COE and districts should work together to find creative solutions to make this happen so that a student does not need to disrupt a successful senior year at Gateway in order to participate in graduation rituals in their community.

D. Students with Disabilities and English Language Learners

> *Service delivery for special education and ELL support needs improvement Participants in a number of discovery sessions spoke about the need to improve the delivery of services for special education and support to English Language Learners. A high percentage of students enrolled at Gateway have a SPED and/or ELL designation and come in with IEPs. Some participants expressed concerns about misdiagnoses and an overall lack of awareness about learning disabilities. Others wondered whether there is infrastructure at Gateway to meet all of the needs.*
>
> National Equity Project Report, p. 4 (theme four)

Key Finding #5: Gateway students, including students with disabilities, would benefit from tailored instructional approaches to support a more engaging and inclusive learning environment.

To accomplish the equity goals envisioned in the [San Mateo County of Education 2023 - 2028 Strategic Plan](#), we recommend a pedagogical approach that is rooted in Universal Design for Learning (UDL) principles. One of the goals enumerated in the strategic plan is for court and community schools to "align systems through collaboration to support better outcomes for youth in the County Office of Education's school programs."[7] [UDL](#) is a teaching approach that seeks to make education accessible for everyone by implementing inclusive processes, teaching approaches, and learning environments. UDL best meets the needs of Gateway's student population because of their wide array of needs and experiences. Most students entering Gateway have learning disabilities, and even those who do not have likely experienced trauma in the process of getting to Gateway.[8] A small student population like Gateway's provides exciting opportunities to implement universal designs that will benefit all students.

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[7] [SMCOE 2023-28 Strategic Plan,](#) page 8

[8] According to Gateway's [Local Control and Accountability Plan](#) (LCAP), 60% of students entering Gateway in the 2022-2023 school year had a disability. 50% of Gateway referrals that year were for students who were being expelled and who had special education services. For comparison, in San Mateo County [schools writ large,](#) 11,831 of 88,785 students, or about 13.3%, were identified with disability in the 2022-2023 school year. The disparity between Gateway's special education enrollment and the general county's special education enrollment is enormous and suggests that students with disabilities are disproportionately referred for disciplinary action and school transfers.

2022-23 STUDENT ENROLLMENT - COURT AND COMMUNITY SCHOOLS

■ Students with Identified Disabilities   ■ Students Without Identified Disabilities

Students Without Identified Disabilities 40%

Students with Identified Disabilities 60%
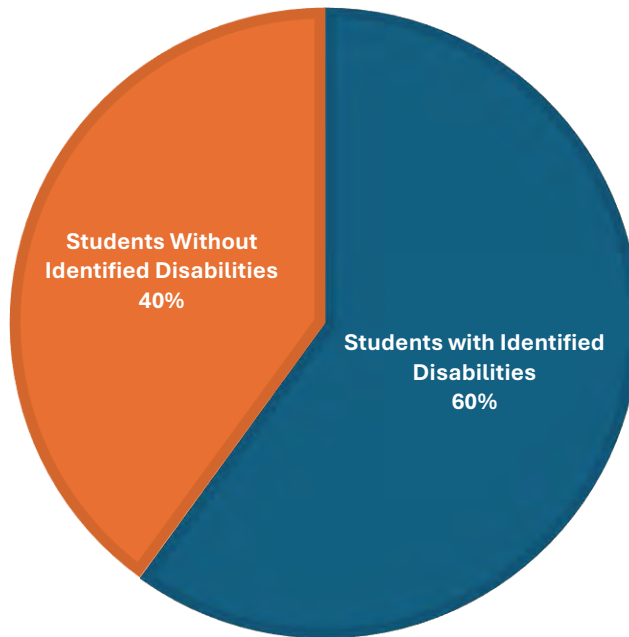
PERCENTAGE OF SOCIOECONICALLY DISADVANTAGED STUDENTS IN COURT AND COMMUNITY SCHOOLS

■ Socioeconically Disadvantaged   ■ Other

Other 49.6%

Socioeconically Disadvantaged 50.4%
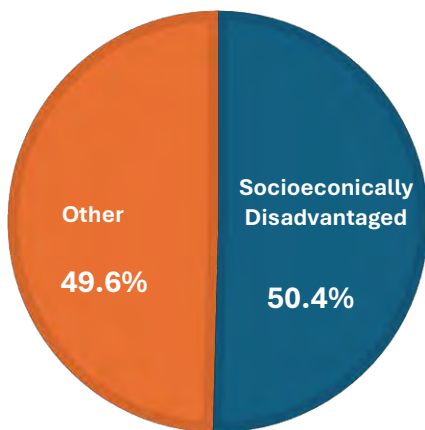
PERCENTAGE OF ENGLISH LANGUAGE LEARNERS IN COURT AND COMMUNITY SCHOOLS

31.5

68.5

■ English Language Learners
■ Non-English Language Learners
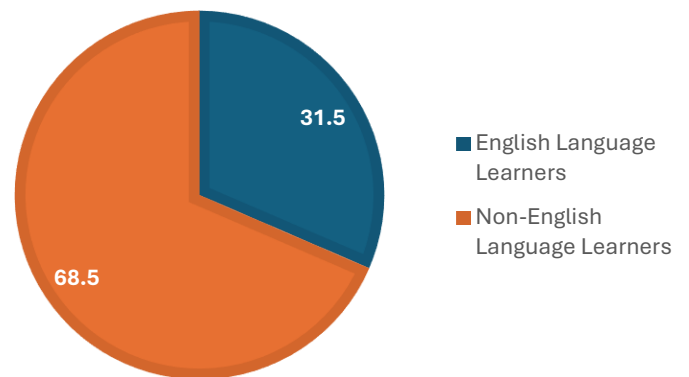
All data taken from 2023-24 Local Control and Accountability Plan (LCAP), 8-9.

Since Gateway has fewer than thirty students at any given time, and with more than half of those students requiring individualized education under the IDEA, the existing instructional model seems nearly impossible to adequately serve students in a way that aligns with their educational needs.

Recommendations

1. Initial Mental Health & Disability Screening and Planning

First, we recommend initial disability screenings, including a dyslexia screening, for all new students at Gateway who have not been previously tested or screened conducted by a certified specialist or administrator with the requisite training for a comprehensive learning disability screening. These initial screenings do not have to be a full, comprehensive screening; rather, they can be shortened screening assessments that are used to determine whether students need additional testing. As an educational provider, San Mateo County Office of Education holds legal liability for assuring students' disabilities are identified and learning plans are made. These new screenings do not replace in any way the school administrators' responsibility for conducting comprehensive assessments when appropriate, under the Individuals with Disabilities Act. However, given the fact that any student entering the program has, by definition, not been successful at a traditional school, an additional layer of screening is warranted to make sure nothing has been missed in prior school settings.

Gateway can model their screening process after the College of San Mateo's Learning Disability assessment. At CSM, students begin the assessment process by completing an initial intake form. Once the forms and booklet are complete, a 1-hour intake appointment will be scheduled with one of CSM's Learning Disability (LD) Specialists. The LD Specialist will then determine if further assessment is the appropriate next step. If the student is recommended for further testing, the LD specialist will discuss the learning disability evaluation process with the student. Follow-up testing consists of two 2-hour sessions and one 1-hour session. In the case of Gateway students everything after the initial intake appointment would be regular special education assessments, with parental consent.

2. Individualized Success Plans for All Gateway Students

Second, we recommend individualized success plans for all students when they enter Gateway. Modeled after Project Change's student educational plans, in which a student works with a dedicated academic counselor to set goals over a time horizon of 3-5 years into the future, these success plans should also help Gateway students plan for at least 3 years past their participation in their program. The individualized success plan should set forth academic and career goals for the student during and after their time at CSM. This includes the student's academic, career, and social-emotional learning goals for the future. These plans should be administered by an academic counselor. These plans in no way displace the IDEA required Individualized Education Plans (IEPs), and students with IEPs may not need a second comprehensive learning plan. Still, it is important to document accommodations for CSM classes, an integration plan into CSM, and long-term goals that may not be required by an IEP. Accordingly, Gateway homeroom classrooms must be equipped with the resources and tools necessary

to fulfill the needs of students' IEPs, including providing for designated instructional services when required.

Gateway must conduct intentional bi-weekly check-ins for all students to determine whether they are making progress toward their educational goals. This can satisfy the IDEA's IEP requirements for students with disabilities but would benefit all students. One of SMCOE's goals is to "identify and implement teaching strategies that support students' various learning modalities." [9] SMCOE hopes to "utilize adopted curricula consistently and monitor student progress with instructor support and self-guided check-ins." [10]

3. <u>Curriculum Changes and Pedagogy</u>

Third, we recommend an "Emerging Scholars" curriculum that focuses on helping students prepare for dual enrollment. This could focus particularly on the needs of students with disabilities but would help every student develop study skills, self-advocacy skills, etc., that they would need to succeed in college level coursework. We believe that a collaboration with Project Change would be beneficial, as Project Change already offers a similar program called "Keys to Success" [11] which can be adapted to fit the needs of Gateway students. One recommendation for the program is to stagger by cohorts so that one cohort of students attends on M/W/F, and another cohort attends on T/Th, with different courses offered so that students can have different instruction based on their needs and interests.

To make curricula more accessible, we recommend implementing a menu of options to allow for different types of work/submissions–e.g. Allowing students to submit oral reports and video recordings in lieu of written assignments. We also recommend a dedicated academic counselor who can provide students with a continuous system of care and support. This is especially pertinent for 9th and 10th graders at Gateway who need additional support when it comes to dual enrollment. Other examples of instructional changes that can be implemented at Gateway include having a "homeroom" classroom tailored towards required content and foundational skills (e.g. reading, writing, math) for students to prepare for CSM classes.

We also believe that it is critical to have a diverse set of course offerings to keep students engaged and to ensure that educational programs are tailored to individual student's needs and interests. This is one of the ways in which the collaboration with CSM can be most helpful.

Key Finding#6: **Gateway students need consistent, effective language development strategies.**

To accomplish the equity goals envisioned in the <u>San Mateo County of Education 2023 - 2028 Strategic Plan</u>, we recommend building a robust English Language Development (ELD) framework that promotes academic engagement and affirms student identity. English Learners (EL) are students who report a language other than English on the Home Language Survey and have not demonstrated English

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[9] <u>SMCOE 2023-28 Strategic Plan,</u> pg 8.

[10] *Id.*

[11] For further details on Keys to Success, see College Collaboration, 1-2.

proficiency.[12] All Local Educational Agencies must provide ELD programs, including programming both designated (separate class block) and integrated (support systems in the mainstream class).[13]

English Learners students are disproportionately represented at Gateway compared to their numbers at San Mateo's high schools. According to Dataworks, Gateway had 6 enrolled ELs (37.5%) and 4 additional Reclassified Fluent English Proficient (priorly EL) out of 16 students. San Mateo Union High reports that only 11.7% of its students are ELs. Sequoia Union High reports only 16.4% of students being ELs.[14] This discrepancy highlights how ELs face challenges engaging successfully with school curricula but also challenges due to higher rates of poverty and language barriers between their guardians and school administration.

Gateway High School

0%
21%
0%
36%
43%

- English Learner (EL)
- English Only (EO)
- Initial Fluent English Proficient (IFEP)
- Reclassified Fluent English Proficient (RFEP)
- To Be Determined (TBD)

Data taken from 2023-24 Enrollment by English Language Acquisition Status (ELAS) and Grade

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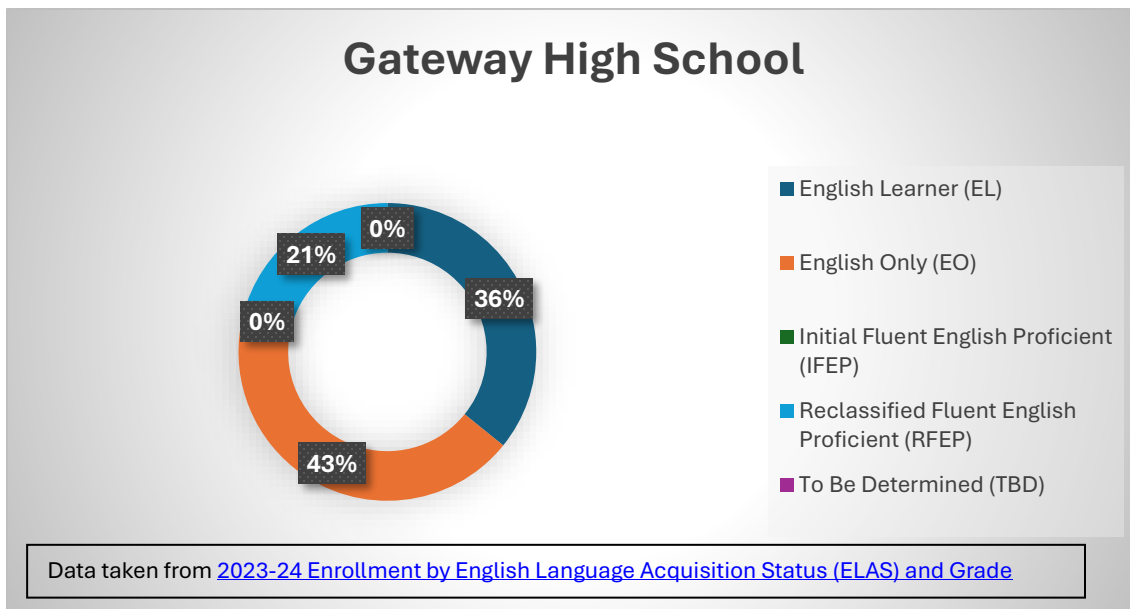
[12] Date Reporting Office. Glossary of Terms for English learner (EL) Reports.California Department of Education.

[13] Section 11309 (3) CA Ed.G.E. Code of Regulations and Education Code - Resources (CA Dept of Education).

[14] Dataworks - California Department of Education

San Mateo County

Legend:
- English Learner (EL)
- English Only (EO)
- Initial Fluent English Proficient (IFEP)
- Reclassified Fluent English Proficient (RFEP)
- To Be Determined (TBD)

Chart values: 0%, 21%, 54%, 8%, 17%

Data taken from 2023-24 Enrollment by English Language Acquisition Status (ELAS) and Grade
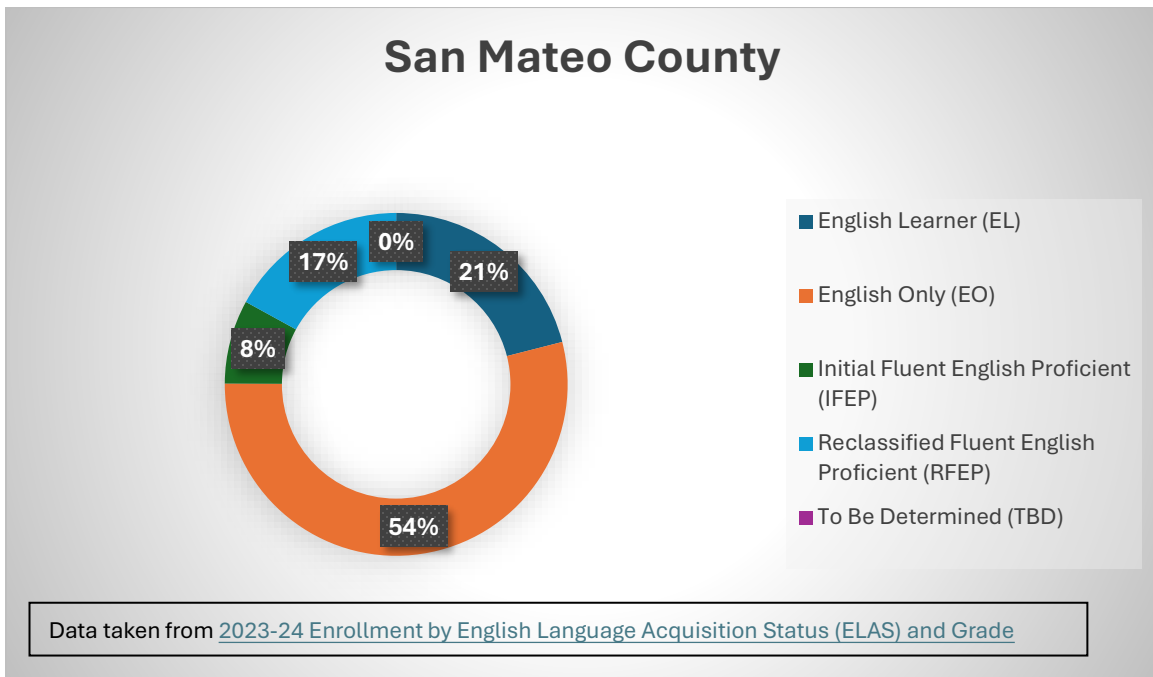
Gateway has set increasing English Language Proficiency Assessment of California (ELPAC) scores for ELs as a priority and illustrated some steps that the school has taken.[15] The Local Control and Accountability Plan (LCAP) identifies the absence of a "consistent level of understanding and utilization of the ELD curriculum".[16] During our conversations with alumni and Fresh Lifelines for Youth (FLY) staff, no one could recall any significant experience with ELD at Gateway. According to their LCAP 2023-2024, out of the 6 students tested on the ELPAC in 2022, 2 showed no change in their English level and 4 showed a decrease in their English proficiency.[17]

Recommendations:

California's Department of Education aims to promote multilingualism by adopting an asset-based approach that emphasizes language development in both English and a student's native language.[18] To support the policy, the Department of Education in 2020 published, "Improving Education for Multilingual and English Learner Students: Research to Practice", a comprehensive meta-study which serves as the basis for this report.

1. Robust ELD to promote academic success for a linguistically diverse population

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[15] LCAP 2023-24, page 14, 15 (hiring a bilingual family specialist for Gateway, Hillcrest, and Camp Kemp), 24 (allocating money to the Assistant Principal for training and administering the ELPAC).

[16] Same as above p. 47.

[17] LCAP 2023-24 Accessed: feb. 15

[18] California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) 2017

An asset-based pedagogy "seeks to address and redress the inequities and injustices in school systems that harm culturally and linguistically diverse (CLD) students".[19] The approach recognizes the student for their multilingual potential rather than their lack of English proficiency. It embraces ELD strategies focused on accessing rigorous curriculum and using the native language to support academic success.[20] There are a myriad of classroom models to support ELD. Gateway should look for models providing adequate scaffolding for ELs to access equally rigorous material as their peers. This could be by teacher-provided language support and the use of multiple modalities to promote student autonomy, such as oral and video assignments.[21]

Gateway faces an economies of scale problem due to its small size. This makes it more difficult to ensure a proper number of teachers and professionals trained and credentialed for EL support. It incentivizes reliance on computer-based education software, like StudySync, which are inadequate forms for ELs to develop their language skills. Instead of purchasing resources and hiring staff, COE could look for resources that already exist, such as those at CSM.

2. <u>Academic development and engagement in native language to promote multilingualism</u>

Following state policy, Gateway should embrace multilingualism. Multilingualism among students is associated with countless benefits: higher academic achievement, positive personal adjustment,[22] greater chances of attending four-year colleges,[23] lower likelihood of dropping out,[24] and greater job opportunity and future occupational status.[25] Gateway should consider adopting Dual-language immersion models that provide opportunity for English and native language academic engagement.

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[19] California Department of Education. *Improving Education for Multilingual and English Learner Students: Research to Practice*. Chapter 2: "Asset-Based Pedagogy: Student, Family, and Community Engagement for the Academic and Social-Emotional Learning of Multilingual Students" by M. Desai, F. López, and A. Tintiangco-Cubales. 2020. Page 68.

[20] California Department of Education. *Improving Education for Multilingual and English Learner Students: Research to Practice*. Chapter 6: "Content and Language Instruction in Middle and High School: Promoting Educational Equity and Achievement Through Access and Meaningful Engagement" by M. González-Howard, D. August, and P. Spycher. 2020. Pages 353-355.

[21] Ibid.

[22] McCabe, A, Et al. Multilingual Children: Beyond Myths and Towards Best Practices, Social Policy Report, Volume 27, number 4, 2013. p.10

[23] Santibañez, L. and Zárate, M. E. "Bilinguals in the US and College Enrollment". In The Bilingual Advantage: Language, Literacy and the US Labor Market, edited by R. M. Callahan and P. C. Gándara,

(211-233). Bristol, UK: Multilingual Matters. Page 225.

[24] Rumbaut, R. G. 2014. "English Plus: Exploring the Socioeconomic Benefits of Bilingualism in Southern California." In The Bilingual Advantage: Language, Literacy and the US Labor Market, edited by R. M. Callahan and P. C. Gándara, (184–210). Bristol, UK: Multilingual Matters. Page 197 (in this study bilingual students were 66% less likely to drop out of highschool).

[25] Ibid pages 199-202.

Although a majority of ELs are Spanish speakers,[26] these programs must provide adequate opportunity while remaining flexible to accommodate San Mateo's linguistic diversity.[27]

Multilingualism includes adopting identity affirming curriculum and principles. Some examples of this are: language-centered courses and curricula, ethnic studies courses, youth participatory action research, and oral history migration story and personal story projects.[28] There is no one way to create an identity-affirming environment for students; teachers and staff must get to know the students and their communities to be able to cultivate the most beneficial learning environment.

3. Partnering with College of San Mateo to promote multilingual education

The San Mateo County Office of Education should consider partnering with the College of San Mateo (CSM) to make available its resources to Gateway's ELs. CSM has the capacity and resources to accommodate for San Mateo's linguistic diversity. The community college offers English as a second language courses differentiated by five levels of proficiency and three areas of skill sets (reading, writing, speaking).[29] This would fulfill the requirement for designated ELD instruction time.

CSM offers three language classes: Spanish, Mandarin, and American Sign Language.[30] These classes could promote students' native language development. However, the offerings are far from encompassing the linguistic diversity of students. Further, CSM offers ethnic studies and other culturally relevant courses that would allow students to intellectually engage with their culture and identity.

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[26] 74% of ELs in San Mateo schools speak Spanish at home. Dataworks - California Department of Education

[27] San Mateo County reports (2023-2024) lists about 18,003 ELs, representing 21% of the student population. An additional 24% are RFEP, totaling to 45% of students being or becoming multilingual. Spanish is by far the most popular language for ELs (74%). The next highest are: Filipino at 4.25%, Cantonese at 3.42%, Arabic at 2.8%, Mandarin at 2.75% and Portuguese at 2.69%. Dataworks - California Department of Education

[28] California Department of Education. *Improving Education for Multilingual and English Learner Students: Research to Practice*. Chapter 2: "Asset-Based Pedagogy: Student, Family, and Community Engagement for the Academic and Social-Emotional Learning of Multilingual Students" by M. Desai, F. López, and A. Tintiangco-Cubales. 2020. Page 66.

[29] English as a Second Language Center at CSM

[30] Modern Languages at College of San Mateo - Overview

E. Socio-Emotional Learning and Supportive Services

> *The ability to meet the social, emotional, and mental health needs of students is inadequate. Participants in nearly every discovery session spoke about the recognition that students referred to Gateway have significant social-emotional and mental health challenges that are not being fully addressed. In many circumstances, the students that have been referred come to Gateway exhibiting heavy-hitting, serious behaviors that require significant attention. The small-campus setting notwithstanding, it is proving difficult to meet all of these needs without additional support.*
>
> National Equity Project Report, p. 4 (theme three)

Key Finding #7: Gateway students would benefit from trauma-informed and culturally responsive practices inside and outside the classroom that support socio-emotional learning and student well-being.

More students at Gateway entered with special education needs around mental health for the 2023 school year.[31] In response, SMCOE has been shifting its goals to provide for students' needs. A therapeutic program was added with a full time clinician and a contract was entered with Effective School Solutions to provide therapy for up to 10 students.[32] Teachers have also been receiving SEL training related to Restorative Justice and Community Resistance Model.[33] Turning to policy, SMCOE has identified five core practices to implement daily, including adopting trauma-informed approach, stating "[w]e adopt principles and practices that promote safety, empowerment, healing, and shared responsibility."[34]

Gateway is taking steps to address the social-emotional needs of its students; yet, throughout the "Discovery Sessions", staff and stakeholders who shared their opinions emphasized Gateway's current inadequate ability to address the social, emotional and mental health needs of students.[35] The small-campus setting was noted as an obstacle to providing adequate support.[36] Gateway must address these

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[31] LCAP 2023-2024. Page 6-7.

[32] San Mateo County. *Countywide Plan for Provision of Educational Services to Expelled Students.* June 2021. p. 14.

[33] According to the *Mental and Behavioral Health* resources published on the SMCOE website, "Community Resiliency Model (CRM)® trains community members to not only help themselves but to help others within their wider social network. The primary focus of this skills-based, stabilization program is to reset the natural balance of the nervous system. CRM's goal is to create "trauma-informed" and "resiliency-focused" communities that share a common understanding of the impact of trauma and chronic stress on the nervous system and how resiliency can be restored or increased using this skills-based approach."

[34] Core Values extracted from the San mateo county office of education Strategic Plan 2023-2028 (p.4)

[35] National Equity project and SMCOE. "Summary Findings From Discovery Sessions February 2024". p.4.

[36] Ibid.

gaps, especially with the vulnerable student population, to promote student engagement and achievement. State Superintendent Tony Thurmond has specifically stated that "taking students out of learning time through suspensions and expulsions is proven to push them toward the criminal justice system" and that schools must do their part to ensure that schools are places for learning rather than discipline and exclusion.[37]

Recommendations:

We recommend designing an effective curriculum that increases students' social-emotional competencies. Students from poverty come to class with a diminished sense of control in their lives.[38] In aligning our objectives with SMCOE's, we recommend developing a multi-disciplinary team that engages all partners involved in supporting student wellness to review student needs, coordinate additional supports, and celebrate growth.

1. Addressing social-emotional needs in the classroom
   "By using the accelerated learning process of early identification of educational gaps, increased specific and targeted instruction, formative and frequent assessments, trauma-informed practices through a culturally responsive lens, all students will become effective and engaged learners."[39]

To increase students' social-emotional competencies, educators should take a trauma-informed approach in the classroom. To do so, educators should make sure to understand how and why a student arrived at Gateway and what socio-economic, cultural, racial, and emotional factors may be affecting their education. Explicit social-emotional learning goals should be included in the student's transition portfolios and their learning plans. Teachers can do training cooperatively with Project Change, or schools can embed this training with the general hiring onboarding process for new instructors. In addition, Stanford Professor of Psychology Gregory Walton's research highlights the importance of the teacher-student relationship to raise the expectations and engagement of at-risk students.[40] Gateway should consider structured methods for students to get to know their teachers, such as Walton's structured letter writing.[41]

Second, counseling sessions could be used to track and support student progress. In the Resilience Classroom Curriculum model, researchers adapted a curriculum initially used for military-connected youth facing adversities related to parental wartime deployments to meet the needs of low-

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[37] *Id.*

[38] National Education Association. *Teaching Children from Poverty and Trauma*. NEA Handbook. 2016. page 26.

[39] LCAP 2023-2024. #1:Broad Goal. Page 14.

[40] Walton, Gregory. Et al. "Lifting the Bar: A Relationship-Orienting Intervention Reduces Recividism Among Children Reentering School From Juvenile Detention". Psychological Science. 2021, Vol. 31(11) 1747-1767.

[41] Ibid at 1754. Figure 2.

income, predominantly racial and ethnic minority students in a large urban school district. [42] The Resilience Classroom Curriculum consists of nine modules and is taught during class time in a group-based, adaptable format delivered by school social workers. Teachers are encouraged to participate in the sessions, as they gain knowledge of their students' experiences, which may impact academic achievement. Teachers can also learn the curriculum and implement skills during their classroom routines.

A further consideration for behavioral health staffing is deciding who, and for which entity, the counselor works for. Further questions also include whether the counselor would be in the classroom with the students, or whether students would go to CSM Health Center for the counseling sessions.

2. <u>Supportive services and care</u>

"Early intervention of emotionally fragile students, students with discipline records who have a history of trauma, and students with other social, emotional or mental health needs will be served with more intensive support in order to build emotional resilience and self-efficacy and integrate self-regulation tools for a successful educational future."[43]

Gateway's support systems must be adequately flexible and comprehensive to address the multi-faceted needs of its student population. Although therapeutic resources are available, Gateway could implement additional support systems to ensure holistic supportive services through partnerships with Project Change, College of San Mateo, and other partners. (See Key Finding 6 for CSM's services and systems). Facilitating mentorship programs for these students with older youth with similar educational experiences could provide additional support the students need. Such programs may be accomplished with Project Change.

We recommend that Gateway adopt the Community Schools of California Framework, which stresses the integration of "strong and intentional community partnerships ensuring pupil learning and whole child and family development".[44] It is difficult to overstate the central role community partnerships must play to ensure Gateway student needs are adequately met.

3. <u>Promoting youth agency and well being</u>

One way to promote youth agency and well-being is by acknowledging their own desires and motivations. Over 50.4% of students at Gateway were reported to be socioeconomically disadvantaged[45] and many may desire to support themselves and their families financially. This was a present theme at the Life Learning Academy in San Francisco. There students could accommodate their class schedule to their

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[42] Adapting and Implementing a School-Based Resilience-Building Curriculum Among Low-Income Racial and Ethnic Minority Students, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5909715/pdf/nihms889473.pdf

[43] LCAP 2023-2024: #2: Focus Goal. page 26.

[44] California Department of Education. "California Community Schools Framework". September 2022. p.2.

[45] LCAP 2023-2024. Page 6.

work hours and gain academic credit for employment and internships.[46] SMCOE could look towards Life Learning Academy to learn about how they motivate their students to grow and succeed.

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[46] Class visit to Life Learning Academy on March 4th, 2024.

F. Community College Opportunities: Raising Expectations and Creating a New Pathway

> *Another common theme that emerged across all the discovery sessions is the need to examine the pedagogical approach at Gateway and improve instruction in order to meet the needs of students. Several participants indicated that there is a culture of low expectations and that the educational bar is not being held high enough, especially as it relates to putting students on a pathway to a brighter future. Because enrollment is small and students from four different grade levels are situated in one classroom, rigor and high expectations are compromised, as is the ability to differentiate instruction. Others expressed concerns that rather than reviving student passions for their own strengths and self-efficacy, the instructional approach is overly focused on "packet work" and does not challenge or enrich students.*
>
> National Equity Project Report, p. 6 (theme six)

SMCOE has a tremendous opportunity to address the need for higher expectations and challenging, enriching curriculum for a diverse group of students by partnering with the College of San Mateo.

Key Finding # 8: There is an opportunity to create a unique dual enrollment model within the College of San Mateo.

A hybrid college model is an approach to re-envisioning San Mateo County alternative schools that meets a set of complementary needs for Gateway School youth and the COE. Research shows that providing access to higher education—whether inside or outside facilities— lowers the odds of an individual recidivating by 43 percent, breaking the pipeline to incarceration (Davis et al., 2013). Higher education offers students the opportunity to develop the skills necessary to succeed academically and socially. Specifically, for younger students, "integrating instruction in basic academic and soft skills with technical content drawn from college-level coursework gives students a taste of college-level work, and helps them see the value and connection of the academic fundamentals to fields of interest to them" (Jenkins, 2002, p.7). Higher education serves as a powerful tool in breaking the school-prison nexus for the many youths who have been impacted by the justice system.

Using a middle college model as a skeleton for Gateway, our proposed COE Middle College model housed at the College of San Mateo will allow Gateway youth to complete high school requirements while preparing them for college. Middle College is a program for high school students across California's community colleges. Physically located at the community college, Middle College students take both high school and dual enrollment courses throughout the day. Students take dual enrollment courses at the college in the morning and high school classes at the Middle College building in the

afternoon. Courses taken at Middle College can count both toward high school and college degree requirements. Middle College has its own building on campus, where students meet for advisory and for their afternoon Middle College high school classes. They can use the college gyms for classes and participate in on-campus clubs, such as student government, cultural clubs, and athletic clubs.

The Gateway Middle College Design meets the 2020-2021 School Plan for Student Achievement (SPSA) college and career indicator showcasing life-readiness toward college and careers by acquiring access to information about community college, four-year colleges, and career opportunities (San Mateo County Office of Education, 2021, p.16). The Gateway Middle College Design redefines students' educational journeys by allowing them to step foot on a college campus. In its current form, Gateway school and alternative schools broadly have limited academic opportunities (Youth Law Center, 2023). Students complete the same packets, meant as a credit-remediation mechanism, regardless of grade level. The students we spoke to identified a consistent lack of academic rigor and challenge such as a high school senior who noted that she was still doing packets of Algebra work despite wanting to tackle more difficult coursework. Students also self-reported that there was a lack of books and learning materials, causing most of their work to be computer-based.

This unique Gateway Middle College design exposes students early on to college life. Taught by the staff at Gateway school, students will attend their high school classes early in the day and attend their dual enrollment classes in the afternoon. To supplement the transition, Project Change offers the Keys to Success class that provides the necessary scaffolding to prepare students for the college curriculum. Through project-based and peer learning, students can challenge themselves personally and academically and redefine their education experience. While at the College of San Mateo, students can take advantage of counselors and Project Change guidance to register for a variety of courses that expand and build upon students' academic abilities, such as Psychology 100, Communication 110, and Ethnic Studies 101 (College of San Mateo. (n.d.)). Moreover, the colleges are designed for a variety of academic levels and interests, ranging from vocational to two-year to four-year programs. Some special education services will need to be provided in the "high school" portion of the day, but most students will still be able to participate in college classes, where they can receive accommodations. Funding from the College of San Mateo, Project Change and the recent $15 million legislative funding allocation will allow this program to flourish and gain public recognition.

Key Finding #9: The College of San Mateo and Project Change have the resources and programs in place to support Gateway students in a dual enrollment model.

CSM has a variety of programs and resources already established on their campus that Gateway students would be able to access which would positively impact their academic journey and set them up for success. Stakeholders spoke extensively about the importance of representation in the services that youth receive in terms of race, socioeconomic background, and justice involvement. Therefore, it is important to recognize that the programs and services offered at CSM, such as Project Change, will address these recommendations by allowing youth to be seen and understood by adults and providers who share similar experiences since Project Change staff are almost exclusively justice-impacted. Their presence is rooted in social justice and community empowerment, and they offer study spaces, academic counseling and advising, personal support, opportunities to attend events and workshops, peer support, and more. Having examples of adults, mentors, and support networks of people who have been in their shoes will also empower youth to re-envision their futures.

CSM and Project Change effectively fulfill student's needs through various programs and strategies. Additionally, CSM also has many Learning Communities, each having their own designated physical spaces and offices helping foster communities on campus. Learning Communities are cohort-based programs that link instructors across disciplines and connect students who share common academic goals and attitudes. Among those communities are Katipunan, Mana, Puente, and Umoja. CSM's learning communities offer an innovative and exciting approach to learning designed for student success. By joining these communities, students will be part of a group of peers, instructors, counselors, and administrators who will help them succeed.

Moreover, since Gateway students have disproportionately experienced adverse childhood experiences and come from low-income backgrounds, the college would be able to meet the needs of its students through a variety of resources and services available on campus. Through the Promise Scholars Program, students will have *zero* tuition cost for a degree or certificate. They will also qualify to receive up to $750/year for textbooks and testing materials from the CSM Bookstore, and a $50 monthly stipend for food and transportation. Additionally, through Project Change, students will be eligible to receive bus passes, Clipper cards, gas cards, and a bookstore stipend that covers all costs for books and school supplies. PC will also be able to provide funding for travel costs to students who are able and interested in attending conferences/events (local and national), and any student who qualifies for FAFSA might also be eligible for work-study positions which would include the opportunity to work as a Project Change staff member.

Furthermore, students will also be eligible to apply to scholarships through the college. CSM awards institutional scholarships to new, continuing, and transfer students with awards up to $20,000 per year. The scholarship awards are based on academic achievement, financial need and specific interests such as clubs, athletics, and service.

The college itself also has many programs aimed at meeting students' basic needs. The SparkPoint centers offer free groceries, meals, personal care products, and provide services such as financial coaching, tax preparation, assistance signing up for CalFresh and Health Insurance, and housing support. SparkPoint is also located in the same building as Project Change at the College of San Mateo, making it easily accessible and de-stigmatized for students. Furthermore, the colleges' NextUP program supports students who have been or are currently in the foster care system, assisting with books and supplies, childcare, counseling services, emergency housing, health services, transportation assistance, tutoring, and more. Additionally, Extended Opportunity Programs and Services (EOPS) is also available to the students which is designed to help students "disadvantaged by social, economic, educational or linguistic barriers get the resources they need to enroll and succeed at any California community college" (California Community Colleges Chancellor's Office. (n.d.)). They partner with the Cooperative Agencies Resources for Education program to provide students with the "education, training, and marketable skills needed for self-sufficiency and upward social mobility." For immigrant and undocumented students, CSM's Dream Center provides support via free legal services, counseling, workshops, and resource connection.

A challenge of Gateway is inherent in its current form: it is a short-term educational placement, where students are sent at unexpected times. They could enter or leave in the middle of a semester. Project Change has designed several creative solutions to help students with this challenge. They provide individual academic advising to all students, and in doing so, employ tools such as late start classes, online asynchronous classes, independent study, or receiving partial credit if students enter or

leave the program at unexpected times. Additionally, the one-on-one tutoring offered by the college would also be a huge asset for Gateway students. In 2022, 5.68% of the annual funding was dedicated to instructional support at CSM. These funds are allocated between learning support centers such as tutoring, a writing center, math center, ESL center, academic accommodations, and more.

Having support and mentorship from faculty is crucial for students to succeed. Feeling a sense of belonging in the classroom is crucial for students so that they feel comfortable and supported by their instructors and peers inside and outside of the classroom. This will help students stay on track with their coursework. Recognizing this, Project Change allows students to access priority registration to ensure that all students get the opportunity to enroll in the classes they need or are interested in without the worry of there not being enough spots available to them. Professors on campus have experience working with PC students, and upon enrolling, PC and PC's academic counselors recommend a few courses/professors to the students which allows them to take classes with their fellow PC peers if they choose to do so.

For students interested in joining a sports team or being a member of a sports club on campus, the College will allow them to try-out, and they'd have the same chance of getting on the team as any other student. Nonetheless, any student who is interested in joining any club teams would be able to join even if they're not on the team itself. CSM is receptive to incorporating Gateway students onto their campus. The college supports students by allowing them to access all the programs and resources on campus and providing them their own space to build community.

Key Finding #10: Gateway students need a learning community that provides mentoring and role models with similar experiences to challenge negative narratives and support leadership development and youth agency.

"Changing the narrative of who [we believe] these young people are" - Katie Bliss, Youth Law Center

During our interviews, stakeholders emphasized the need to challenge existing narratives about Gateway students, noting that common language often perpetuates dehumanizing views, particularly in discussions about services for justice-involved youth. Project Change representatives proposed that altering these problematic narratives could positively influence policy and decision-making. They urge stakeholders to invest in changing perspectives and recommend providing continuous support to empower students to take ownership of their progress and emotional development both at Gateway and beyond. This can help address the Discovery Sessions' participants desire to work on 'regaining student trust and raising expectations for them."[47]

One key approach to challenge negative narratives is by promoting a different narrative through positive role models and a supportive community. A consistent theme in our interviews was the need for students at Gateway to have constant exposure to people who had had similar experiences, including juvenile justice involvement, but were now in college. Members of the Statewide Student Leadership Cohort stressed how important role models had been to their success. Nick Jasso, the Director of Project

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[47] National Equity project and SMCOE. "Summary Findings From Discovery Sessions February 2024". p.9.

Change, explained, "it can be lonely to try to change your life" and stressed the importance of being surrounded by a community of people who are also changing their lives. Such a community changes the negative narrative and promotes agency and leadership development in students. San Mateo Community College, especially Project Change, provides just such a community.

III. Program Plan

A. Plan Summary

Hybrid Model: COE Middle College Design
Introducing our unique COE Middle College model housed at CSM   • Housed at CSM   • 2+ classes from HS teachers in COE Homeroom   • Keys to Success taught by Project Change for all students   • Specific classes have COE Middle College cohorts with professor's agreement   • Access to all CSM supports, student groups, tutoring, centers   • Connects English Language Learners to CSM's English as Second Language Center   • Universal Design for Learning: Special Education services provided in homeroom; accommodations for classes in CSM

Transition In/Out	Academics	Supportive Services
• Transparent entry practices • Implementing a system for data collection to track entry and outcomes after exit • Specialized Staff and full-time transition counselor • Improving communication with sending district • Options to return to school district once expulsion period is up or graduate from COE Middle College	• Universal Design for Learning Principle • Social-Emotional Learning Objectives and Curricula • Individualized Academic Planning • Continuous and Robust English Language Development • Participation in Project Change's Keys to Success	• Project Change: Support and Mentorship • Family counseling • Guaranteed Mental health services through IEP or MediCal • Trauma-informed practices • A culturally responsive lens

In San Mateo County's Countywide Plan for Provision of Educational Services to Expelled Students, the report cites Education Code 48926, which requires County Community Schools to develop a plan to serve all expelled students in the county. The plan must meet four requirements:

1. Enumerate existing educational alternatives for expelled students;
2. Identify gaps in educational services to expelled students;
3. Identify strategies for filling the service gaps;
4. Identify alternative placements for students who are expelled and who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other students.

Inspired by the goals enumerated in the Countywide Plan, we designed an effective and flexible program plan that meets the requirements of the Education Code while also targeting gaps in educational services for expelled students and students in the juvenile justice system. A few strategies for improvement that the COE identified included trauma-informed approaches, personalized learning, counseling and mental health services, college and career readiness programming (California Career Zone curriculum +SEL strategies), and family and community engagement, among others. We incorporated these target strategies into our flexible redesign plan, which supports a diverse range of student needs and goals.

B. COE Flexible Middle College Model

Our proposed COE Middle College Model provides a transformative educational framework for Gateway youth. Our model draws on existing middle college high school programs across California community colleges, which enable students to obtain a quality high school education while concurrently receiving access to college courses and services. This hybrid college model re-envisions San Mateo alternative schools while meeting the needs of Gateway School youth and the COE.

COE Middle College will be physically located at the College of San Mateo, allowing Gateway youth to complete high school requirements while gaining exposure to college-level coursework. Similar to the existing classroom model at Gateway, there will be a separate Homeroom classroom on the CSM campus that is designated for Gateway students to meet with Gateway staff and teachers and receive high school instruction.

This COE Middle College model allows for the flexibility needed to effectively accommodate the variety of academic needs and learning abilities across different grade levels of students at Gateway. Under this model, students can be divided into smaller class cohorts and follow class schedules that more closely align with the student's interests and abilities.

Take, for example, Kevin, who is in the ninth grade. The sample schedule created for Kevin (See Example 1) includes Homeroom or Keys to Success in the morning, followed by Middle College or high school-

level instruction in the afternoon, and then followed by the opportunity to engage in outside activities offered at the College of San Mateo, such as a club or a sport.

Example 1: Kevin, 9th grader

A Day in the Life: Kevin, 9th

Kevin is a new student at Middle College. Kevin is made aware of student life, class time, and outside activities available.
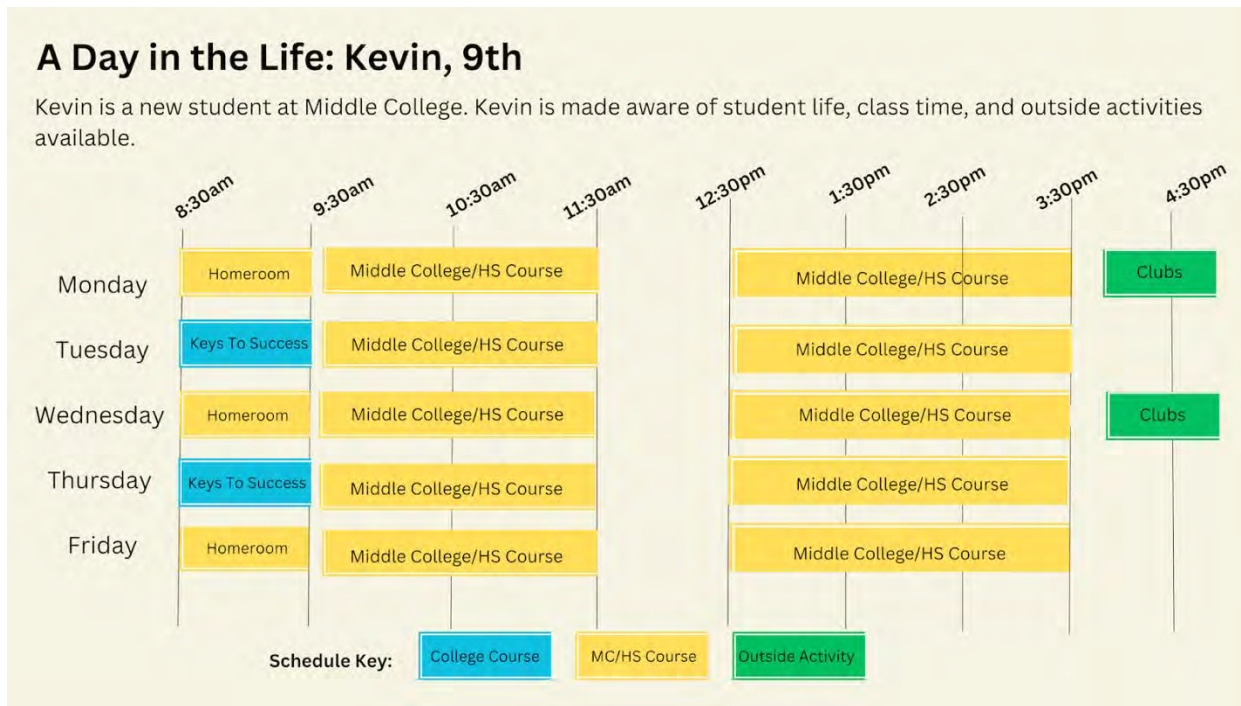
Michael, on the other hand, is in the 11th grade and may want to take college-level courses rather than a high school-level course. Michael's schedule (see Example 2) will look different from Kevin's. While Michael and Kevin will both attend Homeroom or Keys to Success in the morning, Michael can opt to take a college-level course, such as English, in the afternoon. He can also choose to take advantage of the resources and services available on campus, such as tutoring sessions at the Writing Center.

Example 2: Michael, 11th grader

A Day in the Life: Michael, 11th

Michael recently arrived to Middle College during spring semester as a junior. For extra support in English, Michael regularly attends the Writing Center and takes advantage of outside activities on campus.

	8:30am	9:30am	10:30am	11:30am	12:30pm	1:30pm	2:30pm	3:30pm
Monday	Homeroom	Middle College/HS Course			Writing Center		English	
Tuesday	Keys To Success	Middle College/HS Course						
Wednesday	Homeroom	Middle College/HS Course			Writing Center		English	
Thursday	Keys To Success	Middle College/HS Course					College Fair	
Friday	Homeroom	Middle College/HS Course						

Schedule Key: College Course | MC/HS Course | Outside Activity

In our third example (see Example 3), we have Angela, who is in the 12th grade at COE Middle College. Because Angela is close to graduating and does not need high-school instruction, she is only required to attend Homeroom/Keys to Success on certain days of the week (e.g., Tuesday and Thursday mornings). By staggering Homeroom/Keys to Success on alternate days of the week, Angela can elect to take a college-level course while still attending the Keys to Success sessions in the mornings with the rest of her Gateway classmates. Angela can also participate in a paid internship outside of the classroom, where she can engage in experiential education and gain practical skills to take with her after graduating from COE Middle College.

Example 3: Angela, 12th grader

A Day in the Life: Angela, 12th

Angela is a senior at Middle College who continues to be part of the Project Change Cohort through Keys to Success, is closer to graduating, and has an internship that provides a stipend.

	8:30am	9:30am	10:30am	11:30pm	12:30pm	1:30am	2:30pm	3:30pm
Monday		Ethnic Studies						
Tuesday	Keys To Success		Digital Media			Internship		
Wednesday		Ethnic Studies						
Thursday	Keys To Success		Digital Media			Internship		
Friday								

Schedule Key: College Course | MC/HS Course | Outside Activity
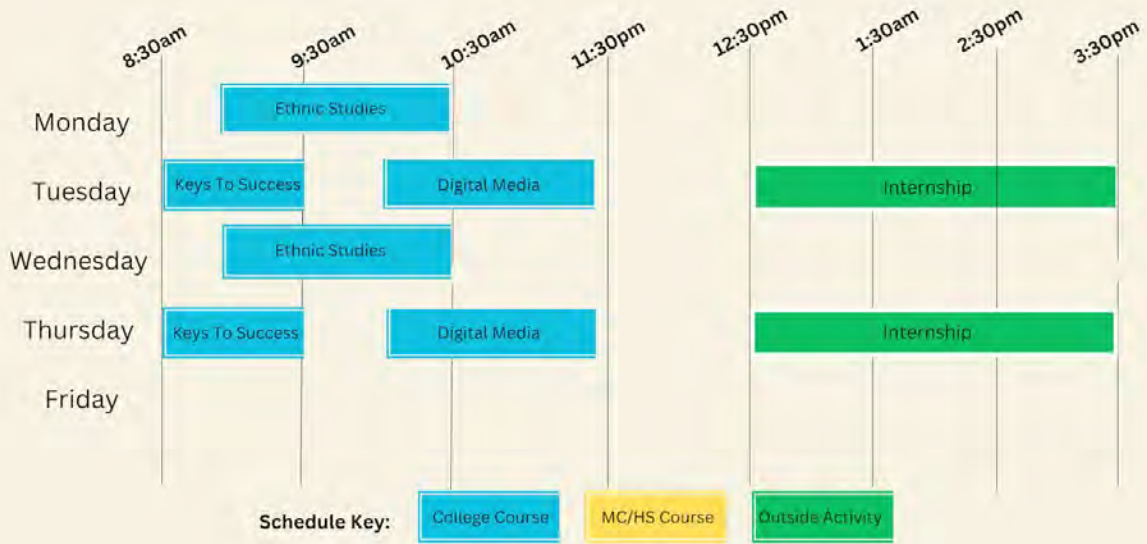
C. Academics

Academic instruction at COE Middle College must be tailored to each student and support a diverse range of learning styles and needs. More than 50 percent of the students in the Court and Community Schools speak a language other than English at home and in the community.[48] The COE Middle College model embraces multilingualism by offering dual-language immersion models and identity-affirming curricula. At CSM, students can take advantage of resources such as language-centered courses and ethnic studies, which support academic engagement in students' native languages and culture. CSM offers ESL courses at different proficiency levels and skill areas, fulfilling ELD instruction requirements. It also provides an array of language courses such as Spanish, Mandarin, and American Sign Language classes. CSM's ethnic studies and culturally relevant courses further support students' cultural and identity engagement while integrating continuous and robust English language development into the curriculum to embrace a linguistically diverse student population.

Students with disabilities make up 30% of the Court and Community School population, which is an overrepresentation of students with disabilities as compared to numbers of students with disabilities countywide.[49] Our program proposal embraces a Universal Design for Learning (UDL) approach, which aims to make education accessible to all by incorporating inclusive practices, teaching methods, and learning environments. At the same time, the ability for students to receive as many class periods a day as needed in the high school/middle college classroom means that all students can receive the services required by their IEPs. Because our program design is flexible in regard to the amount of time spent in the high school/middle college classroom, it can meet a large variety of student needs.

We also included an "Emerging Scholars" curriculum in our design plan that focuses on helping students prepare for dual enrollment. The curriculum would be offered through Project Change's existing Keys to Success program and would teach students crucial study and advocacy skills — i.e., how to ask for accommodations, explain the cultural differences between high school and college-level courses, how to approach professors, and how to seek out resources and services.

D. Transition In and Out

A well-defined and structured framework should be implemented to manage Gateway students' entry and exit pathways. This approach ensures that students receive personalized assistance tailored to their specific needs and educational goals. By revising Gateway's entry criteria to prioritize and strictly limit entry to students who are expelled from their home districts, Gateway can focus its resources and interventions on those students who actually require the program's unique disciplinary and rehabilitative

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[48] Countywide Plan for Provision of Educational Services to Expelled Students, 7-8
https://www.smcoe.org/assets/files/For%20Schools_FIL/District%20Student%20Services_FIL/2021%20Expulsion%20Plan%20-%20final%20and%20accessible.pdf

[49] Id.

support. Additionally, this limitation would enhance the precision of data collection and analysis, allowing the program to effectively track progress and outcomes and adjust strategies as needed.

To enhance the Gateway Middle College program, it's crucial to establish guaranteed post-Gateway options for students, ensuring clear pathways for their future development. These options include: (1) remaining at Gateway until graduation, (2) returning to the student's home school, or (3) transitioning to a Middle College program within the student's home district. Implementing these pathways will improve Gateway's support for expelled youth, aiding their academic and social rehabilitation and facilitating smoother transitions to future educational opportunities.

To facilitate consistent student transitions in and out of Gateway, all students' transitions should be supported by (1) a Gateway transition specialist and (2) a point of contact from the student's sending school.

E. Supportive Services

Figure 2: Supportive Services
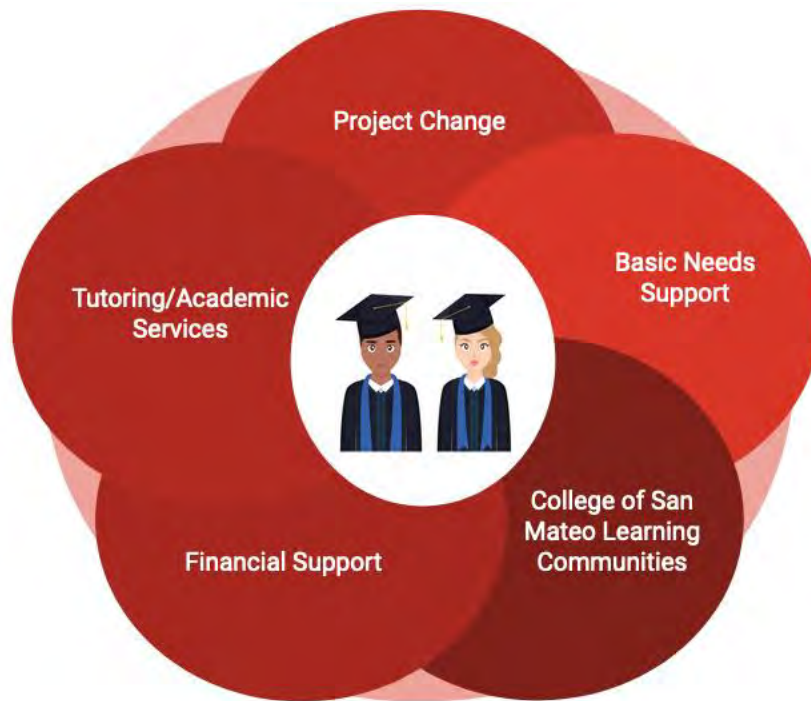
The College of San Mateo (CSM) offers a variety of programs and resources that can significantly benefit Gateway students. Programs like Project Change, which is staffed by justice-impacted individuals, provide representation and support through study spaces, academic counseling, personal support, and peer networks. CSM also has Learning Communities, cohort-based programs that foster a sense of belonging and academic success among students with shared goals and backgrounds. Additionally, the Promise Scholars Program and Project Change offer financial support for tuition, textbooks, and transportation.

CSM also provides basic needs assistance through SparkPoint centers, offering free groceries, meals, personal care products, and services such as financial coaching and housing support. The NextUP program supports foster care students with books, childcare, counseling, and more, while the Dream Center provides immigrant and undocumented students with legal services and resources. Project Change addresses the challenge of Gateway's short-term placements with solutions like individual academic advising, late-start classes, and one-on-one tutoring. Moreover, CSM allows Gateway students access to priority registration, faculty mentorship, and the opportunity to join sports teams and clubs. This comprehensive support system aims to empower Gateway students and set them up for future success.

Additional supportive services offered would be regular counseling services, some of which are already offered through Project Change. For example, Project Change is hiring a dedicated academic counselor to help students plan for three to five years after Gateway. Research shows that when there's a consistent network of care for youth, recidivism rates drop significantly.[50] Whether it's an academic counselor or any other adult, having regular monthly check-ins where an adult convenes to review the child's progress is incredibly important. Students will be guaranteed access to mental health services. These can be provided through the student's IEP or through Medi-Cal under new Medi-Cal funding for school services (see appendix). We strongly recommend a designated mental health provider for all the students in the program, with expertise in working with student with juvenile justice experience.

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[50] Findings obtained from *Juvenile Justice: Searching For A Flexible Alternative To The Strict And Over-Inclusive Transfer System For Serious Juvenile Offenders* (Nguyen, 2017 pp. 374-375)

IV. Appendices

    A.   Legal Background

    B.   Potential funding sources

    C.   College of San Mateo resources, programs and services

    D.   Interviews and site visits

    E.   Key Sources/Recommended Reading

    F.   Chart of locations of County Community Schools

Appendix A: Legal Background

Requirements for County Community Schools: Cal. Ed. Code §§1980-86

California's Education Code imposes several substantive requirements related to education of pupils in county community schools. These are codified at Cal. Ed. Code §§1980-86. In general, these requirements do not curtail the County Board of Education's ability to implement innovative programming tailored to the needs of Gateway students. On the contrary, the Ed. Code provides general guidelines which act as scaffolding for the creation of programming suited to the needs of the particular population of students at each county community school. Most relevant to this report are the curricular guidelines codified at Cal. Ed. Code §1983. They require:
- Assignment of students to classes or programs "most appropriate for reinforcing or reestablishing educational development" and "leading to the completion of a regular high school program." §1983 (a), (e).
- Prescription of an "individually planned educational program based upon an educational assessment" for each pupil. *Id.* at (d).
- Administration of assessment "in all areas of suspected disability" and provision of "appropriate services and programs." *Id.* at (f).
- Provision of "appropriate services and programs designed to address the language needs of pupils identified as English learners." *Id.* at (g).

Section 1983 also provides a list of services county community schools "may" provide through their classes and programs, including but not limited to: "basic educational skill development, on-the-job training, school credit recovery assistance, tutorial assistance, and individual guidance activities." §1983 (b). It is important to note that this list is illustrative rather than exhaustive. Accordingly, it does not limit the County Board of Education's ability to provide additional or alternative services, so long as they comply with the other requirements outlined above.

Restrictions on the Placement of Students Expelled for Certain Offenses: §48915

California's Education Code imposes a few restrictions on where students may be referred if they are expelled for certain actions. If a student is expelled for an act identified at Cal. Ed. Code §48915(c) – acts involving weapons, controlled substances, or actual/attempted sexual violence – the following restrictions are triggered:
- These students may not be referred to a program of study provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- These students may not participate in a program administered at the school site they attended at the time of suspension.

However, nothing in the Education Code prevents students expelled for acts under subsection c from participating in programs administered at community college sites.

Appendix B: Potential Funding Sources

Automatic Funding: Cal Ed. Code §42238.024[51]

Pursuant to California's Education Code 42238.024, the Local Control Funding Formula (LCFF) Equity Multiplier (EM) provides funding to local educational agencies for allocation to schoolsites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. This funding is a separate source of funding allocated outside of the LCFF Entitlement and is used to supplement, not supplant, LCFF funding.

There is no application process for LCFF Equity Multiplier funding.[52] Funding will be automatically calculated for each eligible schoolsite.

- **Local Control Funding Formula (LCFF) Entitlement**:
    - Beginning with FY 2023-24, the County Offices of Education (COE) LCFF Entitlement added new funding of $200,000 for COEs operating at least one Juvenile Court School.
- **LCFF Equity Multiplier (EM)**:
    - Eligibility Criteria: Schoolsites within a county office of education, school district, or classroom-based charter school that generate an LCFF entitlement, that also have prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent per the California Department of Education's (CDE) Stability Rate Report are eligible for funding.
    - Amount: A calculated statewide Equity Multiplier rate will be multiplied by each schoolsite's adjusted cumulative enrollment for the prior year, as identified in CDE's Stability Rate Report. The schoolsite will receive the product of this calculation or $50,000, whichever is greater.
    - Uses: EM funds must be used to provide evidence-based services and supports for students.

Funding Based on School or Program Type

There is funding earmarked for certain types of schools (e.g. Community Schools) or programs that provide certain services to students. Pursuant to §8900-8902 of the Cal. Education Code[53], the California Community Schools Partnership Act allocates funds to support school efforts in partnering with community agencies and local government to align community resources to improve student outcomes. In 2022, the California legislature increased the funding available to community schools. These funds are available until 2032.

- **California Community Schools Partnership Program (CCSPP):**
    - Under the California Community Schools Partnership Act (§8900-8902), the legislature appropriated $2,836,660,000 worth of funds to administer the California Community

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[51] Cal. Ed. Code §42238.024
[52] Local Control Funding Formula Equity Multiplier, CA Dept. of Ed.
https://www.cde.ca.gov/fg/aa/lc/equitymultiplier.asp#Program
[53] California Community Schools Partnership Act, Cal. Ed. Code §8900-8902

Schools Partnership Program (CCSPP). At least $2,694,827,000 of those funds are allocated to establish new community schools and expand existing ones.

There are also separate funding opportunities for the California Community Schools Partnership Program (CCSPP).[54]

- **Implementation Grants**:
    - CCSPP Implementation Grants can be awarded for new community schools, or for the expansion or continuation of existing community schools. The grant awards up to $500,000 annually.
- **Extension Grants**:
    - CCSPP Extension Grants are for CCSPP Implementation grantees to extend funding for an additional two years. The grant awards up to $100,000 annually, beginning in the 2025-26 fiscal year.

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[54] California Community Schools Partnership Program

Appendix C: College of San Mateo Resources, Programs and Services

Financial Support

- Project Change, Financial Support:
  - PC provides students with bus passes, clipper cards, gas cards, and a bookstore stipend that covers the costs of books and school supplies.
  - PC will also be able to provide funding for travel costs to students who are able to attend conferences/events (local and national)
  - Any students who qualify for FAFSA might also be eligible for work study positions (including being a PC staff member.)

- **Promise Scholars**
  - Promise Scholars students will get their degree or certificate paid for. They receive up to $750/year covered for textbooks from the CSM Bookstore. Each semester, students have up to $300 (Fall & Spring) and $150 (Summer) to spend in the CSM Bookstore towards their textbooks and testing materials. Promise Scholars work with the bookstore to ensure students have easy access to the materials needed for each class.

  - Promise Scholars students have the opportunity to enroll in classes at an earlier registration date. Students can also enroll in blocked courses designated for the Promise Scholars Program, including Math, English, Communications, and certain electives. Students have an assigned counselor to support them throughout their time at CSM. Promise Scholars Counselors work with students to recommend specific classes to take each term, based on each Student Educational Plan (SEP). Based on the student's academic and career goals, the assigned counselor will recommend certain events and activities for them to attend during the semester. The program also works with different resource offices around campus to connect students to events related to Transfer, Career, Major and more! Students also receive $50 monthly incentive for food and transportation.

- **Scholarships at CSM**
  - Each year, the three colleges of the San Mateo County Community College District (Cañada, CSM, and Skyline) award institutional scholarships to new, continuing, and transfer students. The scholarship awards are based on academic achievement, financial need and specific interests such as clubs, athletics, and service. CSM offers many scholarships with awards up to $20,000 per year
  - CSM scholarships are funded through contributions made by alumni, faculty, staff, businesses, civic groups, and community organizations to the San Mateo County Community Colleges Foundation. Through their partnerships, the Foundation takes part in promoting student success in ensuring quality, affordable higher education.

- Opportunities to apply to external scholarships are also available for the students. **https://collegeofsanmateo.edu/scholarships/externalscholarships.asp**

- **SparkPoint:**
  - SparkPoint offers free financial coaching to help improve your relationship with money. SparkPoint Coordinators will talk about student's financial goals and brainstorm a plan on how you can stay on track to meet them. In partnership with Sameritan House the SparkPoint Free Grocery provides free grab-n-go meals and groceries on campus every week. Groceries consist of fresh fruit, vegetables, dairy, grains, meat, shelf items, and snacks.
  - Free personal care products are also available to students such as shampoo, conditioner, dental care products, deodorant, and household essentials such as laundry detergent and toilet paper.
  - In partnership with VITA, SparkPoint offers free basic tax return preparation to qualified students. SparkPoint can also assist CSM students explore housing goals, create a housing plan, and access emergency housing resources.

- Extended Opportunity Programs and Services (EOPS)/CARE:
  - Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) at College of San Mateo are committed to providing access to higher education for individuals challenged by academic and socioeconomic barriers. Funded by the State of California and CSM, EOPS provides eligible students with the following support services as they work to complete an associate degree, transfer, or certificate program:
    - Textbook Assistance
    - Individualized Academic Counseling
    - Priority Registration
    - Tutoring
    - Academic Success Workshops
    - Transportation Assistance (i.e. parking permit, bus tokens)
    - School Supplies
    - University Fee Waivers and Transfer Services
    - EOPS/CARE Educational Grants
    - Workshops and Special Events
    - And so much more!

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  - EOPS/CARE strives to provide an environment that nurtures, engages, and reflects a diverse "family" of participants. By offering eligible students comprehensive support services that are academically and socially enriching, the staff and counselors seek to empower students to realize their full human potential.
  - As a supplemental component of EOPS, CARE provides educational support services designed for the academically underprepared, low income, single parent population.

Grants and allowances for educationally-related expenses (such as child care, transportation, textbooks, and supplies) may be awarded as a means of strengthening the retention, persistence, graduation, and transfer rates of these individuals. Students participating in CARE may choose vocational certificate or license, associate degree, or transfer program options. Support services provided to CARE students include: assistance with child care expenses, textbooks-supplies, and transportation costs; special counseling and advisement, personal development activities, and/or curriculum (including self-esteem, parenting, study skills); group support and peer networking; help from peer advisors who are often single parents themselves; and information and referrals to campus-and community-based human services programs.

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- College of San Mateo has also received funding to establish enhanced services to support foster youth and former foster youth by adding the NextUp Program, a new program within EOPS/CARE

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- [Multicultural and Dream Center:](#)
  - The CSM Multicultural and Dream Center is a safe haven designed to holistically support and nurture the academic, social, emotional, and financial well-being of our undocumented community by providing counseling services, workshops, and connections to on and off-campus resources. The Multicultural and Dream Center can help students with issues like AB 540 admissions, DACA, the California Dream Act, and more.

- [Health](#) and [Wellness Center](#):
  - The Wellness Center helps students care for themselves. Whether they need basic medical assistance or just want to talk to someone about personal issues, the Wellness Center can help.
  - The Health Center provides clinical care for CSM students. Their services include first aid, treatment of various illnesses and injuries, family planning, women's health, and helping students find resources to manage their own health. They also provide TB screenings to staff and students for employment and transfer purposes.

- [Personal Counseling & Wellness Services](#)
  - Personal Counseling & Wellness Services is offering free and confidential personal counseling appointments in-person and over zoom for CSM students. They assist students in discovering how to best handle pressing personal issues in their life. This discovery process may take the form of individual, couples, or family counseling, depending on the issues students wish to explore. Appointments consist of one 50-minute session per week. Currently counseling services are available in Spanish, Mandarin Chinese, and Japanese. We look forward to helping you to support your well-being.

- o Students also have access to The Mental Health Peer Educators which are a group of students devoted to educating others about mental health. The Mental Health Peer Educators conduct outreach to engage, educate, and support students. They are the first line of support, and oftentimes refer students to other services on campus. The Peers understand and are sensitive to the concerns and challenges their fellow students face, and are a resource for helping students deal with their stressors.

- **Child Development Center:**
  - o The Mary Meta Lazarus Child Development Center provides an equal opportunity child care program for children two and one-half through five years old who have a parent attending CSM, Skyline or Cañada.
  - o Families may be eligible for financial assistance. Fees for subsidized child care services are based on family size, gross monthly income and need for child care in accordance with criteria set by California Department of Education and California Department of Social Services.
  - o Fees for non-subsidized child care are based on the age of the enrolled child and the individual schedule (full-day or part-day). In addition, there is a registration fee charged each semester. Breakfast, lunch, and an afternoon snack are provided. Meals meet the nutritional guidelines of the USDA and the CA Department of Social Services Child Nutrition Services.

- **Transfer Services:**
  - o Located within the Counseling Center in College Center Building 10, Room 340, transfer services provide important services to assist students in planning for transfer to a four-year college or university. Information and workshops are offered on transfer requirements, transfer planning, writing the application essay, choosing a college, and completing transfer admission applications. Transfer Services also schedules representatives from other universities and colleges, including UC, CSU and private universities, to meet with students on a regular basis. CSM has Transfer Admission Agreements with a number of four-year institutions which can guarantee transfer admission.

- **Veterans Services:**
  - o College of San Mateo offers instruction to veterans, service members, dependents and survivors of veterans and to other eligible persons, and is authorized by the Department of Veterans Affairs to certify students' educational programs for veterans benefits. Honorably discharged veterans with at least 18 months of active military service are eligible for

educational benefits for a period of 10 years following discharge. Benefits are also available to members of the active reserve who pursue approved college studies.

- OnTRAC:
  - o OnTRAC Scholars is a program designed to assist students with overcoming academic challenges and moving towards their goals. OnTRAC Scholars helps students:
    - Have personalized check-ins with a counselor and the OnTRAC coordinator to assist in achieving their goals
    - Communicate with their instructors regarding their progress
    - Learn effective ways to achieve good academic standing by utilizing instructional and Student Support Services

- Career Services:
  - o The mission of Career Services is to assist students in developing career awareness, exploring related internship and employment options, and outlining career pathways. Students can meet with a career counselor to refine their interests and goals, and design an educational plan that links classroom learning and workplace experiences.
  - o Career Services offers students self-assessment tools to assess potential college majors, occupational interests, personality traits, values and skills. These tools create profiles unique to each person that are helpful with the process of exploring college majors and career options. Self-assessment tools are available on our website for free and in Counseling (COUN) and Career classes (CRER); these classes may have small materials fees. Students are also welcome to schedule an appointment with a Career Counselor for free Myers-Briggs and Strong Interest Inventory assessment.

  - o Students are also able to access the College Central Network which is an online job board for students who are looking for full-time and part-time jobs, internships, and volunteer opportunities. This system also has a resume and portfolio creator, and a career documents library and podcast library. In the fall semester, Career Services has a Major Fair, where students can network with professionals who have majors and careers students are interested in. In the spring semester, Career Services has a Job Fair to connect students with local employers. There is also ongoing individual campus recruitment in the College Center, Building 10 by the main doors near the Learning Center, during the fall and spring semesters.

- Center for Student Life and Leadership Development:

- College of San Mateo has a vibrant student life, supported through the Center for Student Life & Leadership Development, which provides students the chance to extend their learning outside the classroom. These activities allow students the opportunity to learn and develop skills in leadership, interpersonal communication, advocacy, and event planning.
- Through the Associated Students, CSM's student government, students participate in the governance of the college. Members of student government also develop, promote, and implement programs and services that are of benefit to the general student population. Student clubs and organizations provide students the opportunity to interact with individuals who have shared interests and shared cultural backgrounds. Clubs and organizations also have the opportunity to sponsor campus-wide events and activities.
- The Center is also one of the locations on campus where students and the general public are welcome to ask questions about any of the College's programs and services. The Center also provides services such as on- and off-campus referral services; local transit information, information regarding campus posting; and deals with issues related to on-campus vending machines.

- **[Disability and Resource Center (DOR](link))**:
  - The Disability Resource Center provides academic adjustments and support services for students who have a verified disability to ensure equal access to an education. The DRC serves all disabilities including (but not limited to) deaf/hard of hearing, blind/low vision, physical, autism spectrum disorder, acquired brain injury, attention deficit hyperactivity disorder, learning differences, and mental health. Also provided are accommodations for temporary disabilities such as a broken leg or arm, a pregnancy-related disability condition/childbirth or recuperation from surgery. The DRC provides academic accommodations such as note taking, test proctoring, textbooks in alternate formats (Braille, e-text, audio, or large print), reader/scribe for tests, interpreting services, and assistive technology services based on individual need.

- **[Distance Education (Online/Hybrid Classes)](link)**:
  - College of San Mateo is committed to meeting the evolving needs and expectations of its students and community through the expansion of alternative means of delivering instructional and student support services.
  - Distance education courses consist of online and hybrid courses. Online courses are conducted through a class website, and some courses may require an on-campus orientation meeting and proctored exams. Hybrid courses are conducted mostly online but do have of face-to-face instructional hours with online work. Most CSM distance education courses are applicable toward associate degree credit, and many satisfy transfer course requirements. Additionally, students enrolled in distance education courses have the same access to financial aid as those enrolled in on-campus courses.

- [Center for Global Engagement](#):
    - The Center for Global Engagement (CGE), home of the International Education Program, serves our campus through a variety of global initiatives for students, faculty, and staff. As the campus hub for global initiatives and activities on campus; the center supports international students, global and cultural events, study abroad, global internships and campus globalization activities. We encourage a multicultural community that reflects and affirms global diversity and a rich cultural exchange where all of us learn from one another's experiences and perspectives.
    - The International Education Program, located in the CGE, welcomes and supports our international student population, offering an efficient admissions process, welcoming orientation, ongoing social and academic advising and transfer support as well as clubs and programming for international students from over 50 countries. The International Education Program also hosts the International Student Ambassador program, which offers peer support to our international student population, organizes events and activities, and provides information and tours for international visitors. We are committed to addressing the broad educational needs of the world community.
    - The Center for Global Engagement offers a meditation room, student lounge, meeting room, and main lobby that are open to all members of the CSM community.

- **[Learning Communities at CSM:](#)**
    - Learning Communities are cohort-based programs that link instructors across disciplines and connect students who share common academic goals and attitudes. CSM's learning communities offer an innovative and exciting approach to learning designed for student success. While each program is unique, common features include:
        - Two or more classes working together with common themes, content, and materials
        - A group of students and faculty working collaboratively in a friendly, supportive atmosphere
        - An exploration of the connections between disciplines
        - Specialized counseling and transfer support, free tutoring, mentoring, and academic support
        - Enrichment activities like university field trips, cultural events, and guest speakers
        - Community involvement and internships

Cultural Communities:
- [Katipunan](#)
    - Katipunan at College of San Mateo is a Filipinx/Filipinx-American student organization and learning community that aims to strengthen CSM's community and embrace each other's individual narratives.

- o Katipunan provides academic and personal support to empower Katipunan students to reach their educational and career goals as well as foster a safe space for career, major, and personal exploration and reflection. They also cultivate spaces for students to actively participate within the classroom, on the CSM campus, and most importantly, in the communities with which they identify.

- o Katipunan aims to strengthen persistence and retention of Filipinx/Filipinx-American students at College of San Mateo semester-to-semester and year-to-year all the way through to degree/goal completion. Ultimately, Katipunan aims to facilitate the growth of critically conscious individuals through culturally sustaining pedagogy and intentional relationship building with community organizations beyond CSM.

- [Mana](#)
  - o CSM MANA Learning Community is a transition support program that centralizes intensive retention strategies needed for success throughout their academic journey in community college. At its core, MANA aims to increase the academic support by adopting the cohort model as it guides its students on a clear pathway to transfer success. MANA provides a Critical Pacific Studies & Oceania Certificate, specialized curriculum, and a wraparound support community. This program is designed to increase the number of Oceania students who complete requirements for an AA degree and/or transfer into a four-year university.

  - o CSM's Mana Learning Community provides students with a bridge to higher education while offering academic support through the college's many learning support centers and a variety of student services including admissions, financial aid, and counseling, among others. The motto of the program is, "We Are Ocean", as in we are all connected through the ocean which is imperative to Pacific Studies.

- [Puente Project:](#)
  - o The Puente Project is a collaborative transfer support program. Puente, meaning "bridge" in Spanish, is symbolic of how the Puente Project serves as a bridge for the community college student, both from their home culture to academia and from community college to the transfer process. The Puente Project links English and career classes in a one-year learning community that advances the Puente mission to increase the number of educationally underrepresented students who:
    - Enroll in four-year universities

- Earn college degrees
- Return to the community as leaders and mentors
  - o As a nationally recognized academic program, the Puente Project is supported by the University of California. The Puente model is composed of three components: counseling, English, and mentoring. The three components are intentionally integrated to work together in supporting the Puente students in reaching their transfer goals.

- [Umoja](#):
  - o CSM Umoja is a learning community and transfer support program that focuses on the African American experience through the study of culture, history, literature, and identity.

  - o Umoja (a Kiswahili word meaning unity) is a community and critical resource designed to enhance the educational experiences of African American and other students. Members of the Umoja Community benefit from wrap-around support, including a dedicated academic counselor, retention specialist, and A&R/Financial Aid contacts. Members of the Umoja Community are also encouraged to attend field trips, workshops, campus visits, and other Umoja events, and Umoja students have access to a dedicated study and hangout space called the Village.

  - o The Umoja Community also has a cohort-based academic program called Umoja Scholars that pairs English, ethnic studies, counseling, and mathematics in a two-semester program.

Interest Communities:
- [Honors Project](#)
  - o Students accepted into this unique interdisciplinary community will join a dedicated group of faculty and students, working together to create a rich, intellectual experience at CSM.

  - o Students will earn honors credit in selected transfer courses by developing and successfully completing advanced research projects. Students are required to concurrently enroll in an Honors Project research seminar.

  - o College of San Mateo welcomes eligible students to participate in the Honors Project. Applications are accepted year round

- IX in Action
  - *IX in Action* is a learning community comprised of CSM's women athletes, primarily from the volleyball, basketball, and softball teams. The community works to empower our students by emphasizing their athletic identities and helping them transfer all the skills they use in their sports, such as discipline, perseverance, and teamwork, to their academic studies.
  - The reference to Title IX in the community's name is a reminder that not only did that landmark legislation pave the way for more opportunities for women in collegiate athletics, but it also made it the law of the land that women should be afforded every educational opportunity – admission, scholarships, student leadership positions – that was already available to men in college.
  - In our community, students are cohorted through specific English, kinesiology, and psychology classes, wherein they come to better understand the significance of the history of women in sports in order to recognize their own roles in the broader fight for gender equality.

- Writing in the End Zone:
  - Writing in the End Zone, a learning community that links English and Physical Education, began in 2004 as a response to concerns about the low success, retention, and persistence rates of African American and Pacific Islander male students at College of San Mateo in English courses.
  - We have created a successful environment for these traditionally underserved students by taking seriously their academic needs, interests, and unique backgrounds. Linking football, their greatest passion, to their nemesis, English Composition, has resulted in significantly more students from this cohort succeeding in their English classes, graduating from CSM, and transferring to four-year colleges and universities.
  - Working closely together, English faculty and football coaches have created a seamless program that fosters student-athletes' success in the classroom and on the field.
  - Writing in the End Zone won the San Mateo County School Boards Association Kent Award for outstanding and innovative programs in 2017, the *Spirit of CSM* award in 2009, and an honorable mention for *Exemplary Programs* in 2010 from the California Community Colleges Board of Governors.

Transitional Communities:
- Project Change:

- Project Change is the first community college supported program in California to provide wrap-around student support services, direct access to postsecondary education for incarcerated youth, and in-person college instruction inside juvenile youth facilities.
- The project connects students to resources and programs at CSM, such as a college readiness summer bridge program, social and academic support services, nationally recognized cohort learning communities (Puente, Umoja, and Mana), and career and technical education programs. Students are provided a clear pathway to resources on campus to enhance success.
- A supportive network of volunteer faculty and staff mentors, as well as a retention specialist, assist students with navigating their first year in college.
- This program unites CSM and San Mateo County community organizations together in a joint effort to help underrepresented populations of students make the transition to community college.

Appendix D: Primary Sources: Interviews and Site Visits

<u>Youth Law Center Statewide Student Leadership Cohort</u>

Angelina Pome'e
Leah Pinedo
Maritza Lopez
Matthew Pratap
Angel Luevano
Tammy Williams
Yefry Samael Mata Diaz

<u>Youth Law Center</u>

Lauren Brady
Katie Bliss
M.J. Hart

<u>Fresh Lifelines for Youth</u>

Joshua Orcine

Melissa Polling

Kate Heister

Bryan Cabral

<u>San Mateo Community College District</u>

Priscilla Menjivar
Aaron McVean
Nick Jasso (Project Change)

<u>Life Learning Academy (Site visit)</u>

Craig Miller
Teri Lynch Delane

Caitlin Ferguson, Five Keys

Atasi Uppal, East Bay Community Law Center, author, Decoding Alternative Education

Professor Greg Walton, Stanford University

Stephanie Omste, Principal, Quest Academy, Alameda County

Ellen McCarty, Special Education teacher

Appendix E: Recommended Reading

1) [Decoding-Alternative-Education,](#)

East Bay Community Law Center and National Center for Youth Law

2)[Lifting the Bar: A Relationship-Orienting Intervention Reduces Recidivism Among Children Reentering School From Juvenile Detention](#)

Gregory M. Walton,Jason A. Okonofua[2], Kathleen Remington Cunningham[1], Daniel Hurst[1], Andres Pinedo[3], Elizabeth Weitz[1], Juan P. Ospina[4], Hattie Tate[5], and Jennifer L. Eberhardt[1]

3)[California Expands Education for Youth In Detention](#), the Imprint, April 5th, 2023, Nell Bernstein and Lilah Burke

Appendix G: Table of Distances from County Community School to Juvenile Hall, by distance

County	Name of County School	Name of Juvenile facility	Driving distance between facility and school
Madera	Madera County Independent Academy	Madera Juvenile Detention Facility	0.1
Mendocino	Mendocino County Community	Mendocino County Juvenile Hall	0.1
Monterey	Salinas Community	Monterey County Juvenile Hall	0.4
San Mateo	**Gateway Community School**	Youth Services Center	0.5
Yuba	Thomas E. Mathews Community	Yuba County Juvenile Hall	0.7
Del Norte	Del Norte Community	Del Norte Juvenile Detention	1.1
Humboldt	Educational Resource Center (ERC) 1820 6th Street, Eureka, CA 95501	Humboldt County Juvenile Hall	1.6
Nevada	Earle Jamieson Educational Options	Nevada County Juvenile Hall	2
Plumas	Plumas County Community	Plumas County Juvenile Rtntn	2.1
Tuolumne	Tuolumne County Community/ISP	Mother Lode Regional Juvenile Detention Facility	2.4

Marin	Marin's Community	Marin County Juvenile Hall	2.5
San Benito	Pinnacles Community	San Benito County Youth Services Center	2.6
San Luis Obispo	Loma Vista Community School	San Luis Obispo Juvenile Hall (SLO)	2.6
San Bernardino	Community School/Independent Alternative Education	San Bernardino Central Juvenile (San Bernardino)	2.8
Napa	Napa County Community	Napa County Juvenile Hall	2.9
Placer	Placer County Pathways Charter	Placer County Probation Juvenile Detention Facility	3.3
Kern	Kern County Community	Kern County Crossroads Juvenile Hall; Kern County James G. Bowles Juvenile Hall (Bakersfield)	3.5
Imperial	Valley Academy	Imperial County Juvenile Hall	3.6
San Francisco	Civic Center Secondary School ; satellite campuses at one Center for Academic Re-Entry (C.A.R.E.) classroom at the Bayview YMCA, another Center for Academic Re-Entry (C.A.R.E.) at the Buchanan YMCA, and	San Francisco's Juvenile Hall and Secure Youth Treatment Facility	3.9

	two small classrooms comprising the Youth Chance program at the Embarcadero YMCA		
Contra Costa	Point Richmond School Site CCCOE-Center for Recovery and Empowerment 1160 Brickyard Cove Suite #11 Point Richmond, CA 94801 (510) 215-6009	John A. Davis Juvenile Hall	4
Santa Clara	Santa Clara County Community School	Santa Jose Juvenile Hall	4
Sutter	Feather River Academy	Maxine Singer Youth Guidance Center	4
San Joaquin	San Joaquin County Community	San Joaquin Juvenile Hall	4.7
Lake	Lloyd Hance Community	Lake County Juvenile Home	4.8
Solano	Solano County Community	Solano County Juvenile Detention Facility	5.1
Yolo	Cesar Chavez Community School	Yolo County Juvenile Hall	5.1
Santa Cruz	Santa Cruz County Community	Santa Cruz County Juvenile Hall	5.3
Stanislaus	Stanislaus County Community School	Stanislaus County Juvenile Hall	6
Alameda County	Alameda County Community + Opportunity Academy	Alameda Juvenile Hall	6.8
Sacramento	Nathaniel S. Colley, Sr. Junior/Senior High School	Sacramento Youth Detention Facility	7.9

[Ventura](#)	Gateway Community School - Expelled Students	Ventura County Juvenile Hall Facility (Oxnard) Ventura Youth Correctional Facility (Camarillo) - closed	7.9
[Fresno](#)	[Violet Heintz Education Academy](#)	Juvenile Justice Campus	8.4
[Orange](#)	ACCESS County Community	Theo Lacy Juvenile Annex (City of Orange)	9.6
[Tulare](#)	Tulare County Community	Juvenile Detention Facility	10.2
[Merced](#)	Valley Merced Community	Iris Garrett Juvenile Justice Correctional Complex	11.7
[Sonoma](#)	Amarosa Academy in Santa Rosa	Juvenile Hall	12.5
[Los Angeles](#)	[Renaissance County Community](#)	**LOS PADRINOS JUVENILE HALL**	13.8
Butte County	Butte County Community School	Butte County Juvenile Hall	21
[San Diego](#)	San Diego County Community	East Mesa Juvenile Detention Facility (San Diego) (EMJDF) Kearny Mesa Juvenile Detention Facility (San Diego) (KMJDF)	31.1

Glenn	William Finch	Housed in Tehama County Juvenile Detention Facility	32.7
Colusa (Serves Yuba and Sutter)	S. William Abel Academy	Tri-County Youth Development Center	34.2
Inyo	Jill Kinmont Boothe	Inyo County Juvenile Center	44.3
Mariposa	Mariposa County Community	Mariposa County Juvenile Hall	50.2
Mono	Sawtooth Ridge Community	El Dorado County Juvenile Treatment Center	50.3
Trinity	California Heritage Youthbuild Academy II	Trinity County Juvenile Hall - weekend facility	51.7
Santa Barbara	Santa Barbara County Community	Santa Maria Juvenile Hall - Susan J. Gionfriddo Juvenile Justice Center	55.1
Amador County	**Amador County Community School**	Amador County Juvenile Detention Center, CA	63.5
El Dorado	Charter Community School Home Study Academy	Juvenile Treatment Center South Lake Tahoe	64.1
Siskiyou	Yreka Community Day; Yreka Union High Community Day; Dunsmuir Joint Union High Community Day	Transported to Tehama County Juvenile Detention Facility	82.4
Calaveras	Calaveras River Academy	Calaveras County Detention Center	103

Riverside	Riverside County Community	Riverside County Southwest Juvenile Hall	38.7 ; 76.9