JusticeEd

NCYL

Acknowledgments

Contents

The JusticeEd Initiative Team
510-835-8098

Letter from National Center for Youth Law

Dear Community Partners,

We at the National Center for Youth Law (NCYL), envision a future where each and every system-impacted young person is able to graduate from high school with the widest array of possibilities for their future. Whether they choose to attend a university, pursue a vocational training program, or open a business, youth who have experienced probation deserve to achieve graduation and create the futures they envision for themselves, with the support of a network of adults who are cheering them on along the way.

In 2015, NCYL began working in Santa Clara County, in partnership with a coalition of committed partners, with the goal of making that vision a reality. This work began with the Education Champion Project and led to the launch of our full-scale demonstration site, known locally as the JusticeEd Initiative. This initiative incorporates all aspects of the FosterEd framework designed to support deep partnerships with students, families, and the community to ensure that:

> Students have effective education champions – preferably caregivers – who are informed, knowledgeable, empowered, and active in support of their student's education;

> Students have a well-coordinated team of professionals across multiple systems working in concert with each student's family and support network; and,

> Students have an education plan that is centered around their strengths, needs, and goals for the future.

We analyzed the educational data of our year one cohort, which is presented in this report, with the goal of establishing baseline data and gaining a better understanding of the education outcomes of probation-involved youth. This is the first time we have gathered and analyzed such educational data in Santa Clara County. While it has been a learning process, it has set the stage for strengthening our academic data analysis in the years to come. We are proud to share what we have learned and hope that it can be useful to the community as we collectively work towards better supporting the education success of all juvenile justice impacted youth county-wide.

We thank you for your support through implementation and look forward to sharing more of the lessons we learn and our future successes as we move ahead.

In Service,
The JusticeEd Initiative Team

During the 2018-2019 school year, the JusticeEd Initiative has made significant progress towards achieving the vision. In the first year, we:

> Partnered with Santa Clara County Juvenile Probation in re-imagining and redesigning how education supports are provided, resulting in **students being assessed and referred for education needs upon intake;**

> Co-developed a Santa Clara County specific education rights letter that **notifies students and families of their education rights as soon as they enter the juvenile justice system;**

> Provided individualized **support to 58 students and families across 11 districts;**

> Supported students through achieving **50 goals across a variety of areas, including raising grades, passing courses, and improving communication with educators; and**

> **Fostered healthy communication and deepened relationships** between students, their families, and their education system partners.

JusticeEd, A Compassionate Systems Framework *(Formerly FosterEd)*

Our Vision

We join in solidarity with a growing movement across the country to ensure equitable educational opportunities for ALL young people. We work to create a reality in which systems-involved youth graduate from high school with the widest array of possibilities for their future. We also envision a future where leaders from multiple public systems – probation, child welfare, education, mental health, probation, and judicial agencies – band together with a sense of urgency to persistently build the conditions under which:

> Systems-involved children and youth are engaged in learning, empowered to create futures they are excited about, and have adult supporters in their corner for the long run;

> Parents, family members, mentors, and other trusted adults are fully invested in their roles as supporters and are provided the information needed to do so;

> System and community leaders collaborate deeply on a shared vision that systematically lifts up the voices of young people and helps realize equitable opportunities and outcomes;

> Teachers, counselors, social workers, and other professionals working directly with students in foster care are appreciated, supported, and connected with one another.

Our Approach

We participate in, initiate, and lead multiple state and regional collective impact campaigns, partnering with intensely invested teams of state and local leaders, students, and families, to improve the educational conditions and opportunities for students in the state's care. In each of the regions in which we operate, we:

> Co-design and support implementation of demonstration sites with staff, working in school and community settings, directly serving youth and supporting school personnel in creating compassionate learning environments where youth are able to thrive;

> Engage students, families and practitioners to identify and advocate for local and state policy changes that reflect the needs and vision of change in their communities;

> Leverage the power of data, technology, and research to promote strong cross-agency collaboration; and,

> Establish and support structures that promote communities of learning between teachers and practitioners who work with youth on a daily basis.
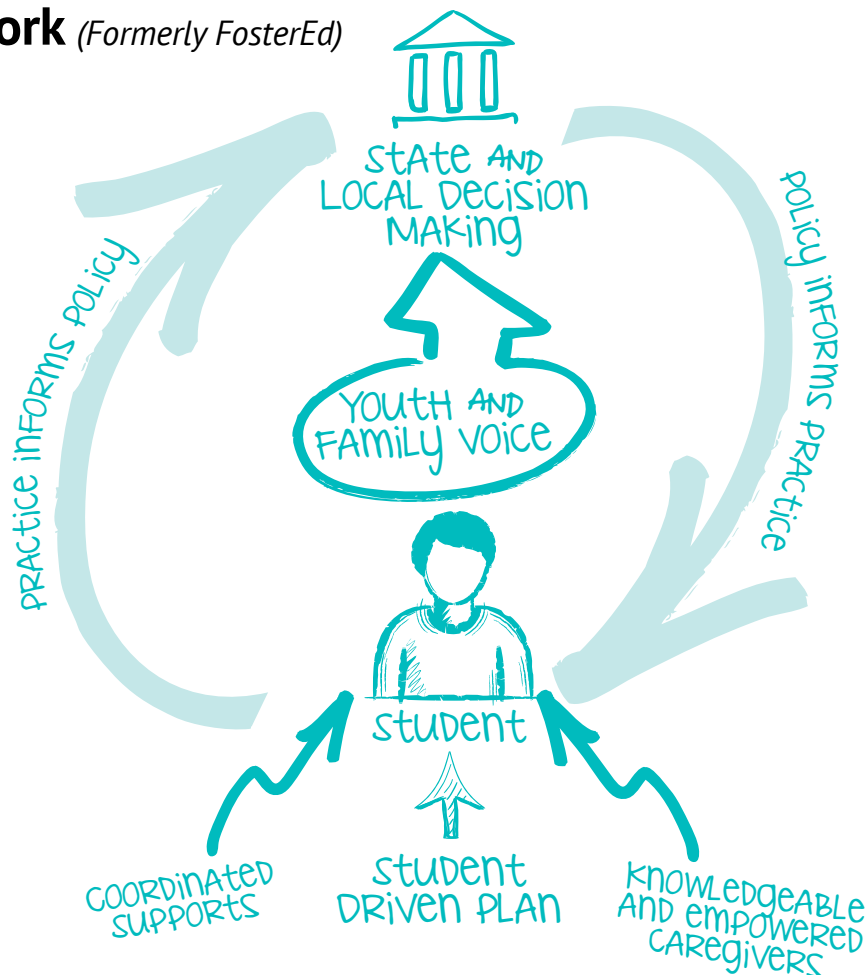
Our efforts are organized in service to each of the communities in which we operate, working alongside other leaders committed to long-term and sustainable change. This vision is built upon the understanding that public systems, together with community partners, are best positioned to sustain and grow the work in the long run. Our efforts mobilize collaboration between probation and education working in support of the education success of youth who are involved in both systems.

We collect a wealth of data – program, academic, social/emotional, student experiences – with a deep commitment to using this data to drive program improvement and highlight opportunities for policy change. Data, in all its forms, is imperfect and tells only a partial story, though it is an essential component of our strategy. This progress report represents our first year of comprehensive data collection and analysis in Santa Clara.

Year One Review

In the 2018-2019 School Year, Education Liaisons:
Provided individualized support to students, intensive coaching to caregivers, and engaged adult supporters to coordinate cross-systems support for youth.

449 student meetings

67 meetings with caregivers

**74** meetings with student supports
(Educators, Service Providers, etc.)

Supported 45 caregivers and engaged 30 in coaching in the following areas:
> Student Information System Parent Portal Access and Navigation
> Special Education Assessment Request and Process Navigation
> School Discipline Advocacy and Rights
> Foster/Probation Student Education Rights
> How to Discuss Education with Student
> Connecting to Community Resources
> Bridging Communication with Schools

In addition to our direct service work, we have—
established partnerships with:
> Santa Clara County Probation
> Gilroy Unified School District
> Campbell Union High School District
> East Side Union High School District
> Morgan Hill Unified School District
> Fremont Union High School District
> San Jose Unified School District
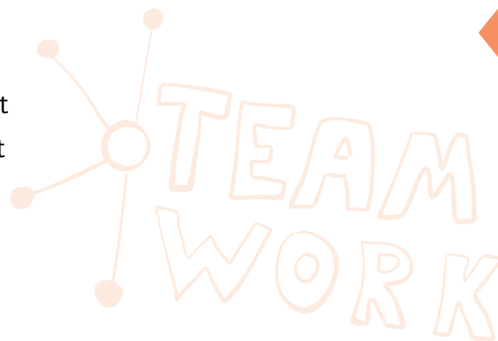
Participated in local collaboratives, including:
> South County Youth Task Force
> Opportunity Youth Partnership Advisory Committee and Direct Connect
> Juvenile Court Aligned Action Network

Santa Clara has a history of commitment to improving systems. By joining forces and participating in local collaboratives, the JusticeEd Initiative is able to elevate the voices and experiences of JusticeEd participants into spaces where decisions are made and understand how to best align and support local parallel efforts.

Partnerships are essential to the cross-systems support of JusticeEd students! All partners have a Memorandum of Understanding in place that allows the JusticeEd Initiative to engage students on campuses and share data. This allows Education Liaisons to use real-time data and involve students in data-informed coaching.

Created an Advisory Team for the JusticeEd Initiative, including community partners from:

> Juvenile Justice Commission
> Santa Clara County Superior Court – Juvenile Division
> Santa Clara County Probation
> Santa Clara County Office of Education
> Opportunity Youth Partnership
> Legal Advocates for Children and Youth (LACY)
> Gilroy Unified School District
> Fremont Union High School District
> San Jose Unified School District
> East Side Union High School District
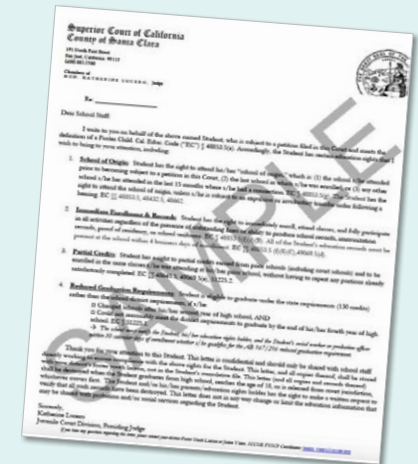> Campbell Union High School District

Another important aspect of our work is capacity building. Since our launch in the fall of 2018, we have provided trainings to over 185 professionals throughout the county and state to increase community knowledge and capacity for education advocacy in support of justice-impacted students.

We have provided trainings to:

> Fresh Lifelines for Youth
> Seneca Family of Agencies
> Catholic Charities of Santa Clara County
> Gardner Health Services
> Santa Clara County Juvenile Probation
> Santa Clara County Court Systems
> California Department of Education – Foster Youth Services Coordinating Program/490 Liaisons

The JusticeEd Advisory Team is a key element in oversight, thought partnership, and collective visioning. This committee provides guidance and support to the initiative through implementation. Advisors offer feedback on program design and assist in resolving barriers experienced by students, families, and practitioners who work daily with youth and their families.

Throughout our work, we are able to offer tools and resources that support our collective efforts. One of our first tools in this area involved the co-creation of an **Education Rights Notification Packet** that is provided to students at their first hearing. Parents and students are able to utilize the Santa Clara Superior Court letter to self-advocate for probation-involved, student-specific education rights.

Who Did We Serve During the School Year?

School Districts

PALO ALTO

MOUNTAIN VIEW

SUNNYVALE

SANTA CLARA

CUPERTINO

SARATOGA

MILPITAS

SAN JOSÉ

MORGAN HILL

GILROY

1 — 95035
1 — 95134
1 — 95132
3 — 95131
1 — 95131
94085
2 — 95131
5 — 95127
1 — 94040
1 — 95051
1 — 95110
2 — 95112
9 — 95116
4 — 95117
1 — 94086
1 — 95050
1 — 95053
1 — 95148
1 — 95122
4 — 95111
1 — 95136
1 — 95128
1 — 95129
1 — 95125
8 — 95037
1 — 95138
8 — 95047
5 — 95020
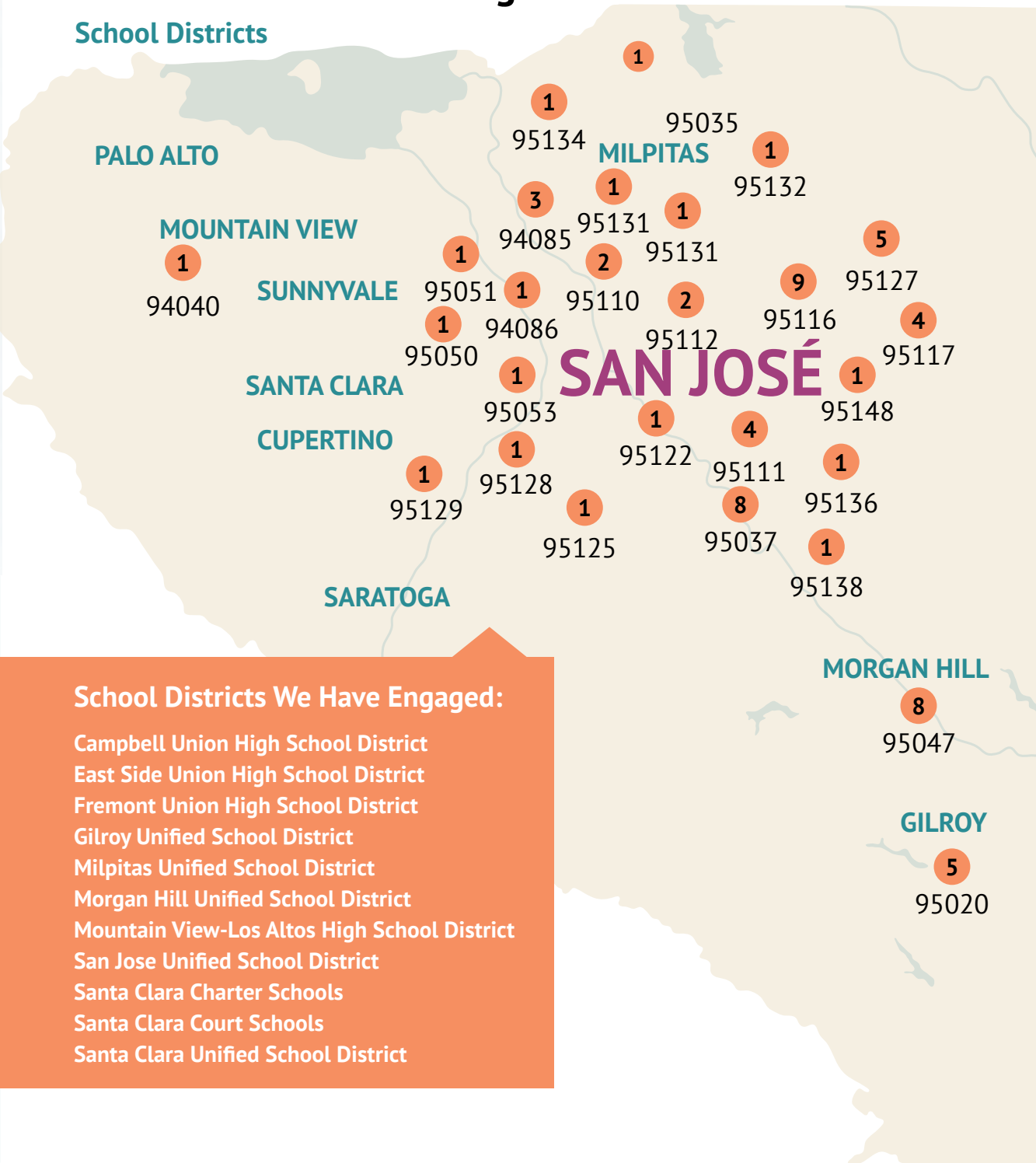
School Districts We Have Engaged:

Campbell Union High School District
East Side Union High School District
Fremont Union High School District
Gilroy Unified School District
Milpitas Unified School District
Morgan Hill Unified School District
Mountain View-Los Altos High School District
San Jose Unified School District
Santa Clara Charter Schools
Santa Clara Court Schools
Santa Clara Unified School District

Gender

FEMALE 8
MALE 50

Ethnicity

Ethnicity	# of Students
American Indian, Alaska Native	1
Asian	1
Black, African American	3
Latino, Chicano, Hispanic	39
Multiracial	2
Native Hawaiian, Other Pacific Islander	2
Other	2
White	8

Grade

Grade	# of Students
8th	1
9th	8
10th	10
11th	16
12th	18
None - Dropped Out	1
None - HS Graduate	2
Enrolled in Post-Secondary	2

Type of Juvenile Justice Involvement

1 DUAL STATUS- CW AND PROBATION

24 PROBATION

33 DEFERRED ENTRY OF JUDGMENT
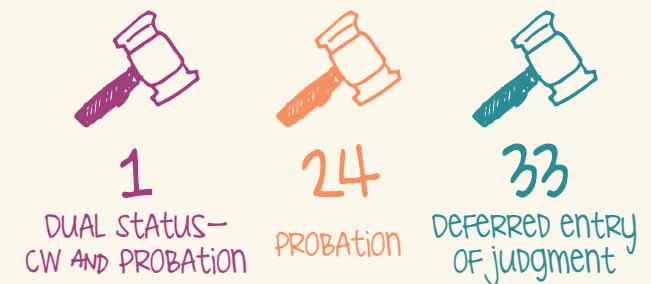
How are JusticeEd Students Doing Educationally?

The National Center for Youth Law partnered with Educational Results Partnerships (ERP) to analyze academic data of program participants during the 2018-2019 school year.[1] ERP is a non-profit organization that applies data science and predictive analytics to identify successful public education systems, practices, programs, and policies that deliver the best results for students.

ERP used data from member institutions of the Cal-PASS Plus system, a statewide clearinghouse of longitudinal data following students from K-12 into the workforce. ERP matched 37 of the 57 students listed on the JusticeEd 2018-2019 school year roster. ERP provided student outcomes for students in the JusticeEd program, as well as outcomes for students statewide[2] and vulnerable student populations (e.g., English language learners,[3] low socio-economic status,[4] McKinney Vento/Homeless,[5] and foster youth[6).7]

The National Center for Youth Law also analyzed data collected by Education Liaisons and stored in EdTeamConnect, NCYL's education case management software program.

In comparison to their non system-involved peers, in the 2018-2019 school year, JusticeEd Students experienced:

> Higher rates of Alternative Education Program involvement

> Higher rates of Special Education Involvement

> Lower rates of attendance, A-G Course Completion, and GPA

> Significantly higher rates of school mobility over the course of their high school experience

Types of School/Program Enrollment

Comprehensive High School	16
Alternative School in District	12
Alternative School—County Office of Education[8]	10
Adult School	2
Court School	5
Community College	7
Alternative School—Charter	1

Alternative School Enrollment[9]
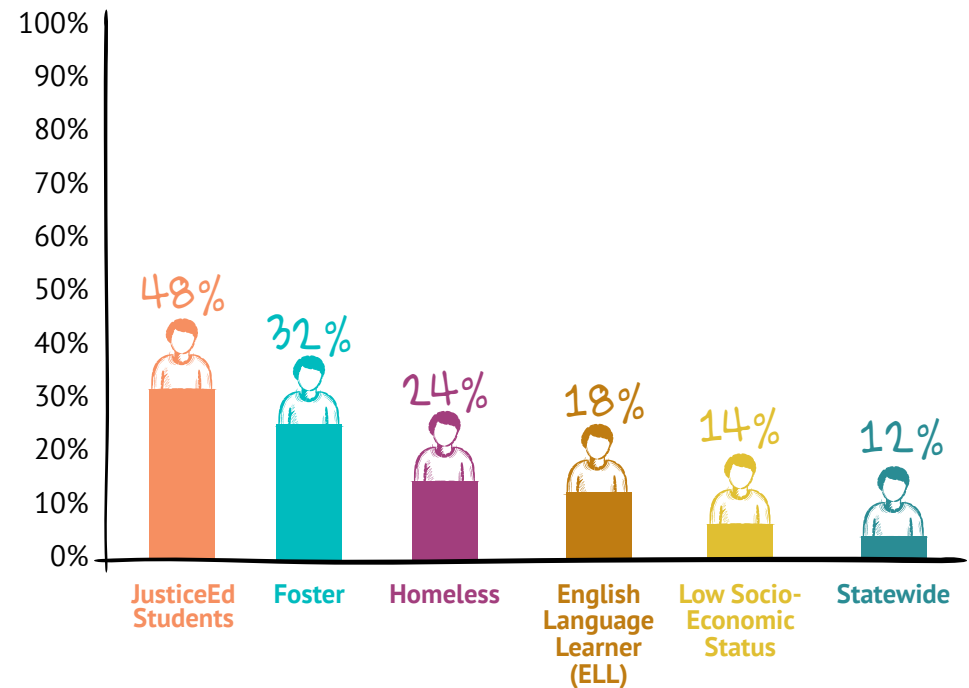
Overall, 48% of JusticeEd students experienced an alternative school placement during the 2018-2019 school year, a higher rate than other student groups statewide.

Students shared stories with Education Liaisons about weighing the need to financially provide for their families and finish school. One student took on a job at a local grocery store after school and the bus was his only source of transportation. He would often get off late and arrive home at midnight, leaving him too tired to get up by 6 a.m. to get back on the bus to school in the morning.

Special (SPED) Education Involvement

Twenty six percent[10] of JusticeEd students had either IEP's or 504 plans, a much higher rate than for foster youth at 7.1%, homeless students at 5.5%, English Language Learners at 4.4%, Low SES students at 3.8%, and for the general student population at 4%.

No	**46**
Yes	**12**
504 Plan	2
IEP	10
	58

Student GPA[12]

JusticeEd students had lower cumulative GPA's than other student populations.

2.51 LOW SES

2.7 STATEWIDE

2.25 HOMELESS

1.93 FOSTER

1.00 JUSTICEED STUDENTS

2.14 ENGLISH LANGUAGE LEARNER (ELL)
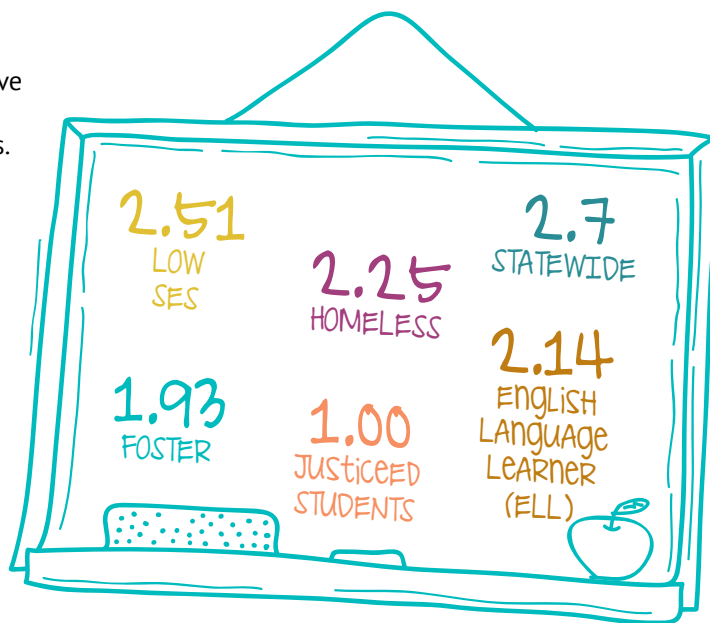
Attendance Rate[11]

JusticeEd students had lower rates of attendance during the 2018-2019 school year compared to other student populations.

JusticeEd Students	67%
Foster	87%
Homeless	87%
English Language Learner (ELL)	90%
Low Socio-Economic Status	93%
Statewide	94%

2018-2019
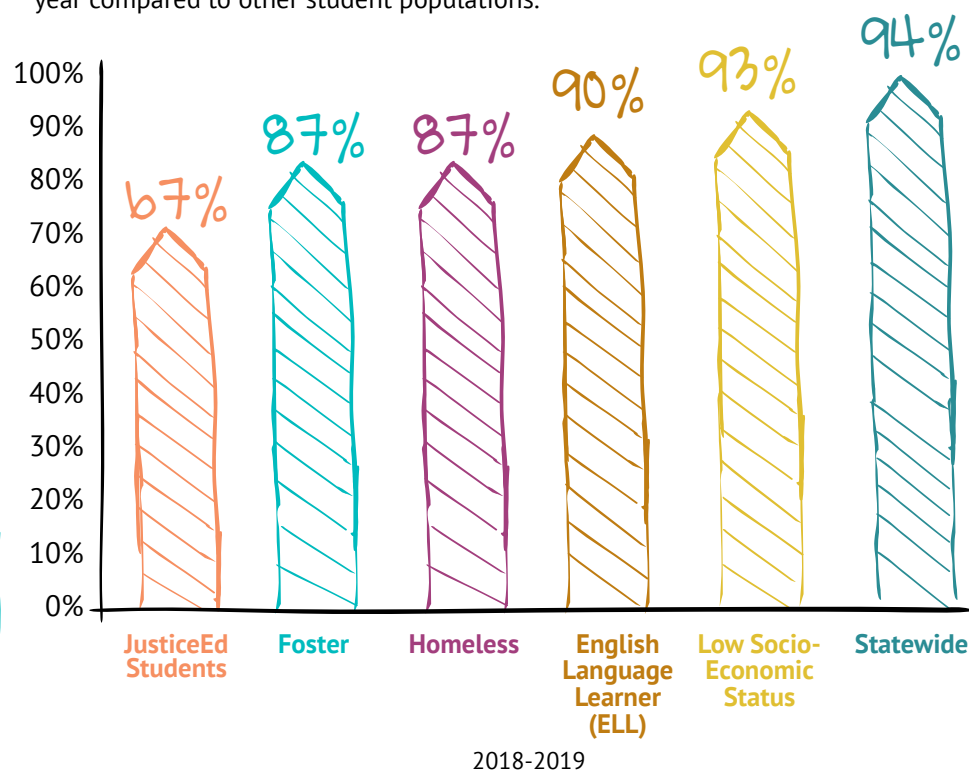
A-G Course Completion[13]
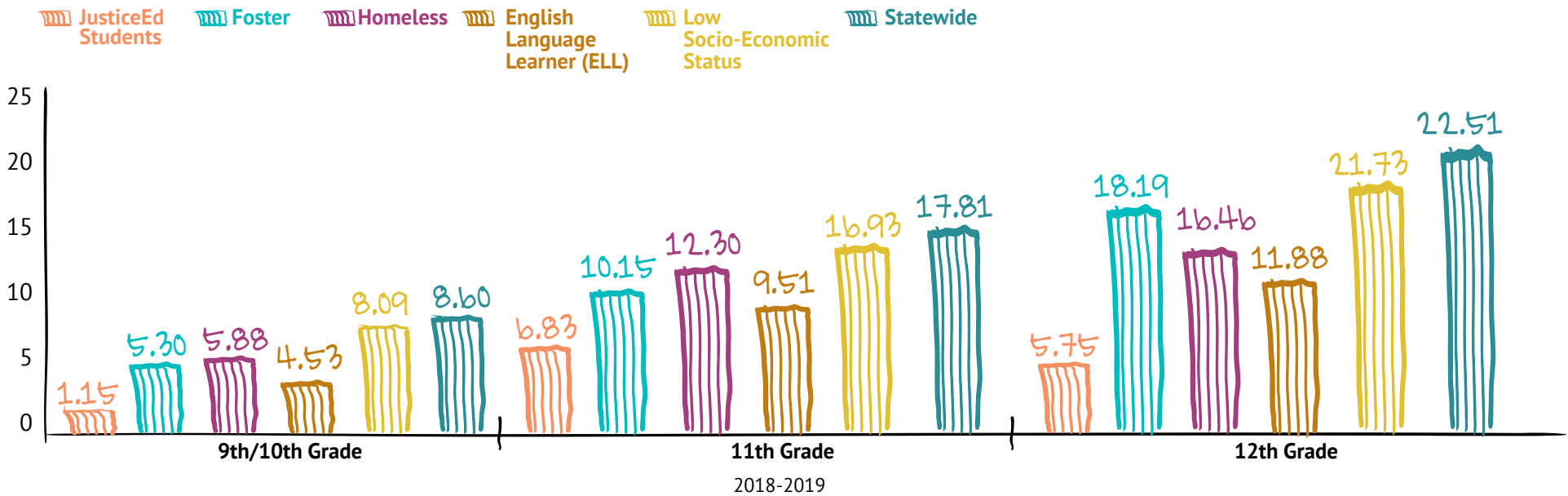
JusticeEd Students also had lower A-G course completion rates than other student populations.

Legend:
- JusticeEd Students
- Foster
- Homeless
- English Language Learner (ELL)
- Low Socio-Economic Status
- Statewide

9th/10th Grade
- JusticeEd Students: 1.15
- Foster: 5.30
- Homeless: 5.88
- English Language Learner (ELL): 4.53
- Low Socio-Economic Status: 8.09
- Statewide: 8.60

11th Grade
- JusticeEd Students: 6.83
- Foster: 10.15
- Homeless: 12.30
- English Language Learner (ELL): 9.51
- Low Socio-Economic Status: 16.93
- Statewide: 17.81

12th Grade
- JusticeEd Students: 5.75
- Foster: 18.19
- Homeless: 16.46
- English Language Learner (ELL): 11.88
- Low Socio-Economic Status: 21.73
- Statewide: 22.51

2018-2019

School Mobility

When comparing the number of schools attended over the course of their high school experience, JusticeEd students consistently experienced higher rates of school transfers at all grade levels compared to other student groups statewide.[14]

During the 2018-2019 school year alone, 26% of JusticeEd participants experienced at least one school move.

Average Number of School Transfers[15]

Grade	JusticeEd	Foster	Homeless	English Language Learners (ELL)	Low Socio-Economic Status	Statewide
9/10th	2.81	1.63	1.33	1.16	1.15	1.12
11th	3.46	2.31	1.73	1.42	1.36	1.4
12th	5.1	2.46	1.93	1.62	1.49	1.41

> **"** **Based on my son's arrest in his case, they said he couldn't come back. But it wasn't even properly done right at all and it affected him negatively, tremendously... my son has not been the same since that incident..."**
>
> *—JusticeEd Parent*

Graduation

> Of the 20 seniors (students in their fourth year of high school) served during 2018-2019, only four graduated by the end of their senior year

> Two students went on to graduate during their fifth year (during the 2019-2020 school year)

> **Five of the six graduates enrolled in Community College in the semester following their graduation**

School Discipline

During the 2018-2018 school year, Education Liaisons reported JusticeEd students experiencing low rates of school discipline (including office referrals, suspensions, and expulsions). This was supported by analysis conducted by ERP that found during the 2018-2019 school year, the JusticeEd cohort experienced a suspension rate of 0-9%, lower than the rate of foster youth statewide. It is important to note that this rate is not representative of the entire JusticeEd cohort due to matching limitations, but it is estimated that if all JusticeEd students were included, the rate would be even lower. ERP found that:

> During program period, no JusticeEd students were recommended for expulsion.

> Of the participants, only 0-9%[16] of students experienced a suspension during the 2018-2019 SY.

> Prior to involvement with JusticeEd, students in the 2017-2018 academic year experienced a 20-30% suspension rate. In the 2018-2019 academic year, the suspension rate dropped to that of 0-9%.[17]

Suspension Rates[18]
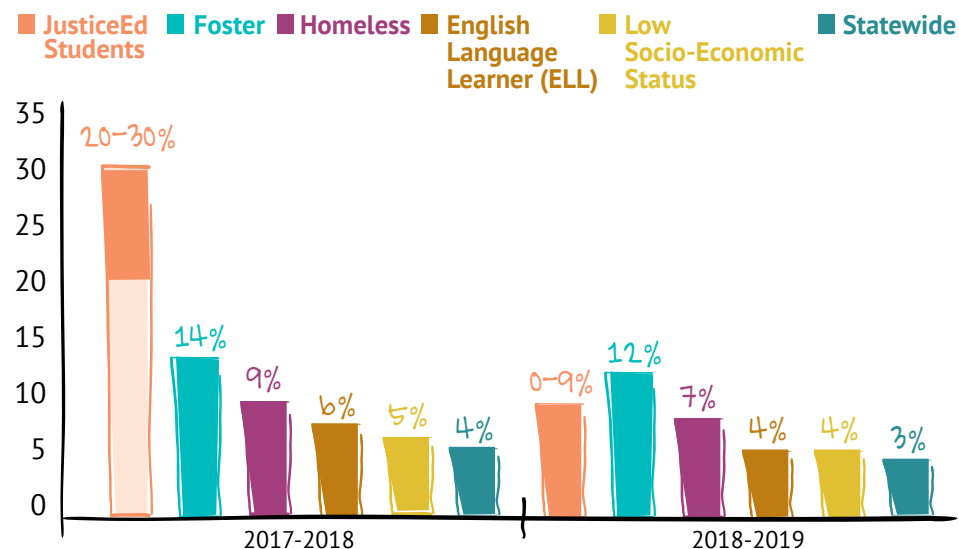
*ERP does not display information if there are fewer than 10 students. Fuzzy percentages were used in these instances to provide information while still protecting the identities of the students wherever possible. The methodology used to do so was to create buckets or ranges of percentages to make the data unidentifiable.
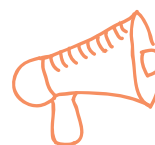
NO STUDENT SERVED BY JUSTICEED WAS RECOMMENDED FOR EXPULSION

Goal Attainment

During the 2018-2019 school year, students established 118 goals[18] and completed a total of 50.[19] Students established goals such as:

> Passing a course

> Raising a course grade

> Reducing disciplinary sanctions

> Engaging/building relationships with teachers

> Enrolling in post-secondary education
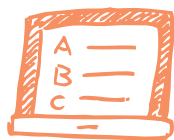
78 ACADEMIC

32 SOCIAL DEVELOPMENT

8 SOCIAL CAPITAL

50 GOALS COMPLETED

32 CURRENT/IN PROGRESS

13 NOT APPLICABLE[20]

38 unmet[21]

Number of Goals *(By Type)*   118

Academic	78
Academics - Engagement	57
Post-Secondary: College & Career Engagement	21
Social Capital	**8**
Connection to Services - Engagement	7
Relationships with Adults - Engagement	1
Social Development	**32**
Extracurriculars - Engagement	15
Self-efficacy/agency - Engagement	17

Goal Status *(By Program End)*   118

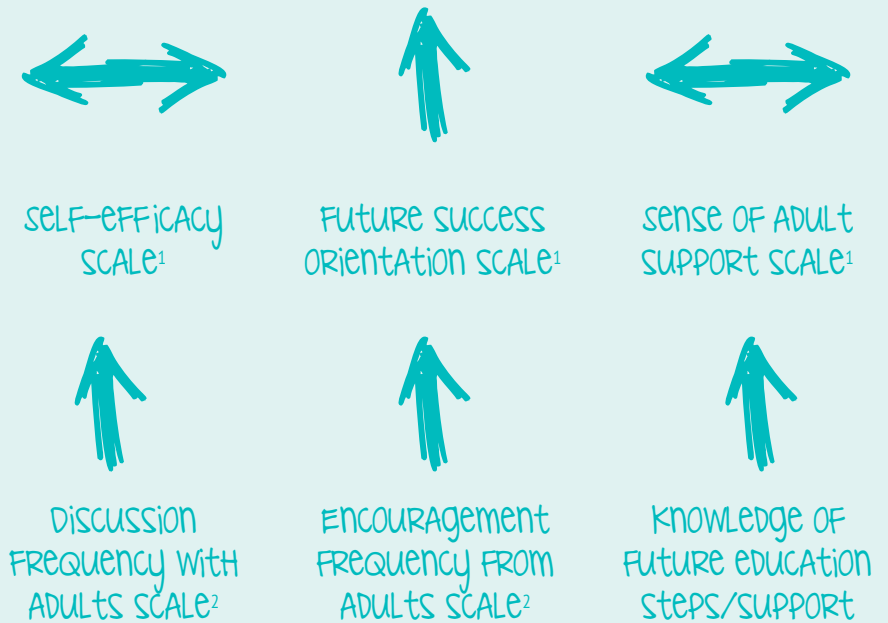| Completed	50
Academic	32
Social Capital	6
Social Development	12
Current/In Progress	**17**
Academic	11
Social Development	6
Not Applicable	**13**
Academic	4
Social Development	9
Unmet	**38**
Academic	57
Social Capital	2
Social Development	5

Social-Emotional Learning

NCYL partnered with RTI International to develop a survey on students' social-emotional wellbeing dimensions that have been linked with positive youth development. The survey asked students about their self-efficacy (an individual's belief in their ability to produce certain outcomes through their behavior and actions), future orientation (the ability to set future goals and plans and a positive outlook on one's future), sense of adult support, extracurricular participation at school, and knowledge of steps and resources related to financial aid for future education. The goal of the survey was to measure students' status on these dimensions when they began receiving services from the JusticeEd Initiative and then to track any changes experienced while receiving services.

Preliminary analysis found, over the course of participation in the JusticeEd Program:

> Students experienced small but notable improvements in future success orientation (Effect Size "ES"=0.27)[22] in their first six months of receiving services from JusticeEd

> Reported small improvements in two areas of adult support (ES=0.22 for discussion frequency; ES=0.38 for encouragement frequency)

> Students reported increasing knowledge of future education steps and supports (ES=0.45)

Santa Clara County Changes in Self-efficacy, Future Orientation, Adult Support, and Future Education Knowledge[23]

SELF-EFFICACY SCALE[1]

FUTURE SUCCESS ORIENTATION SCALE[1]

SENSE OF ADULT SUPPORT SCALE[1]

DISCUSSION FREQUENCY WITH ADULTS SCALE[2]

ENCOURAGEMENT FREQUENCY FROM ADULTS SCALE[2]

KNOWLEDGE OF FUTURE EDUCATION STEPS/SUPPORT

“ **My Education Liaison met with me and my son and we talked a lot – more than he ever communicated with me.**"

—JusticeEd Parent

“ **JusticeEd staff also helped my son get more organized... now he asks me for help which didn't happen before.**"

—JusticeEd Parent

Participant Feedback

Elevating youth voice is core to the work of the JusticeEd Team, especially when it comes to program design and the ways in which services are provided. We recognize that we are in no way the experts of how to do things "right" and believe students, families, and community should have the say in how they are supported.

Over the first year, we listened closely to how our students responded to our efforts and recruited the help of two partners, RTI International and San Jose State University,[24] to gather anonymous feedback from program participants.

Here is what our program participants shared with us:

Education Champions

Over the course of our first year of programming, we learned that the "Education Champion" title did not resonate with students or families. Though 30 caregivers engaged in capacity building, only 10 adults were formally identified and took on the role as an Education Champion during the 2018-2019 school year.

Many students and families were confused or felt overburdened by assigning or assuming the Education Champion role. This included a discomfort from students around assigning the role to anyone outside of a caregiver and hesitation from adults to take on an official title with busy work schedules.

Overall, the "official-ness" of the title did not resonate and many were confused because it was assumed that Education Liaisons already served as "champions." This sentiment was most strongly expressed amongst monolingual families.

At the end of the 2018-2019 school year, the JusticeEd Team decided to pivot away from identifying Education Champions and using the Education Champion title, and is now focused on engaging in coaching with any available caregiver.
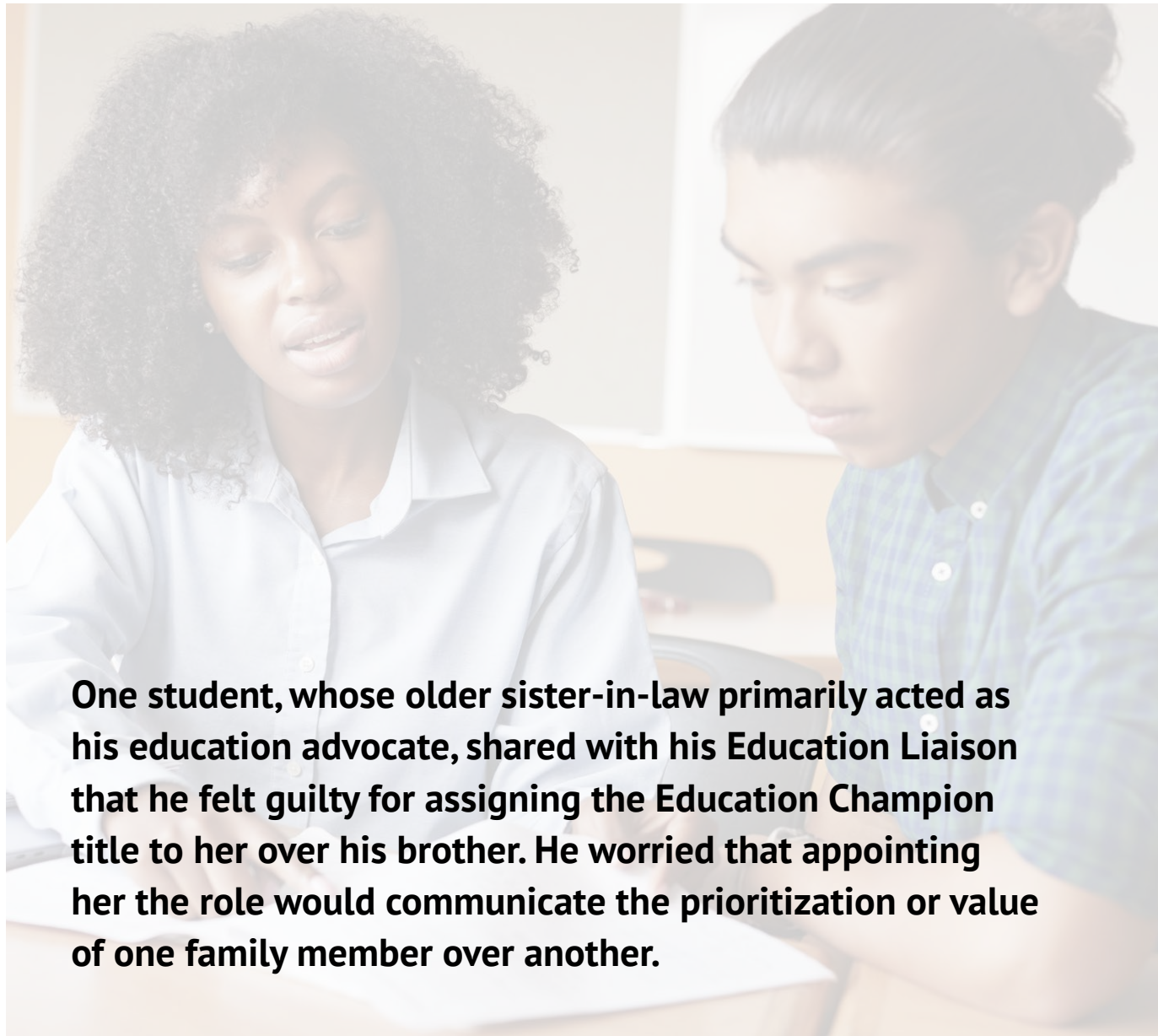
One student, whose older sister-in-law primarily acted as his education advocate, shared with his Education Liaison that he felt guilty for assigning the Education Champion title to her over his brother. He worried that appointing her the role would communicate the prioritization or value of one family member over another.

Student Experience Survey Results[25]

Overall, students found the support of Education Liaisons helpful, especially in the areas of setting and achieving goals, and foster communication with adults.

My education Liaison is helping me achieve my educational goals.

- ✓ strongly agree (76%)
- ✓ agree (20%)
- ✓ strongly disagree (4%)

My education Liaison helps me set goals that are meaningful to me.

- ✓ strongly agree (72%)
- ✓ agree (24%)
- ✓ strongly disagree (4%)

My education Liaison helps me communicate with other adults in my Life about my educational needs.

- ✓ strongly agree (64%)
- ✓ agree (32%)
- ✓ strongly disagree (4%)

Helpfulness of JusticeEd Activities[26]

1-on-1 meetings with my education Liaison

- ✓ very helpful (84%)
- ✓ somewhat helpful (8%)
- ✓ just a little helpful (4%)
- ✓ I have not done this (4%)

Group meetings with my education Champion and my educational Liaison

- ✓ very helpful (76%)
- ✓ somewhat helpful (20%)
- ✓ I have not done this (4%)

Overall Student Satisfaction with JusticeEd[27]

- ✓ very good (80%)   ✓ good (20%)

> "I would like to use my voice because it's only right. There's nothing more important than to get society right."
>
> —JusticeEd Student

Parent/Caregiver Feedback:

Parents shared that their experience with the JusticeEd Initiative was highly positive.[28] When asked about how the initiative best supported them, a common theme was that JusticeEd helped parents communicate with schools. Parents described several examples of how communication with the school improved their situation. **These included:**

" **Explaining to the school why my son was behaving the way he did.**"

" **Helping me understand the school rules and [my son's] grades.**"

" **Talking to the school about my son's IEP and telling me how it works.**"

" **No one at my school speaks Spanish well enough so [my Liaison] speaks for me.**"

Parents also highlighted appreciating advocacy that occurred on behalf of their students:

" **Helping get my son a laptop from the school when he had to stay home [due to the COVID-19 shelter-in-place]...and they are helping him do his work online."**

" **The school denied my request for an IEP, but then after talking to [our Liaison] they agreed to do it."**

" **Asking the school to provide extra tutoring."**

" **Before I would get no response from school – or they gave me the runaround. But they always respond fast to [my Liaison]."**

Looking Ahead

As we reflect on all the learnings from the 2018-2019 SY, we have been able to approach Years Two and Three with greater clarity around areas of focus and model refinement. While the term "education champion" caused confusion with many of our families, the concept of support and encouragement from caregivers and other supportive adults resonated in deep and important ways.

We found that when we let go of the attachment to the term "education champion," we opened an opportunity to create better alignment with the community's needs and focus on supporting caregivers in building their capacity to be strong education advocates for their students. In the year ahead, we will deepen this capacity-building work, which will involve continued:

> Focus on engagement in capacity-building and individualized coaching for all caregivers

> Identifying benchmarks for caregiver capacity-building and implementation of a tracking system to better assess capacity-building efforts.

> Offering of trainings on education advocacy for juvenile-justice youth serving community-based organizations to build community capacity to support the education success of any student on probation, regardless of the service they are connected to.

> Education advocacy tool creation for community, families, and students who may not be reached by the JusticeEd Initiative.

A special thank you to our youth and families, who have opened up their lives and allowed us to be a part of their journey. Despite all the road bumps, setbacks, and barriers, they have continued to persevere to achieve their educational goals. It is their resiliency that inspires us and keeps us moving forward. We are excited and deeply honored to continue working alongside them.

In addition, we are in the process of adjusting our supports considering the COVID-19 pandemic. During the 2020-2021 school year, efforts will be focused on supporting students in navigating distance learning.

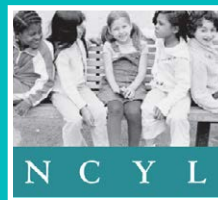**Program supports during the COVID-19 pandemic will include:**

> Ensuring student access to technology devices

> Supporting students and caregivers in understanding district distance learning plans and expectations

> Technology coaching and support in navigating distance learning platforms

> Virtual tutoring and study hours

> Bridging communication between students and families with educators.

We know that students, families, and educators will need community support now, more than ever. Though it will be challenging, we remain hopeful for our students and committed to deep collaboration in support of our students' educational success.
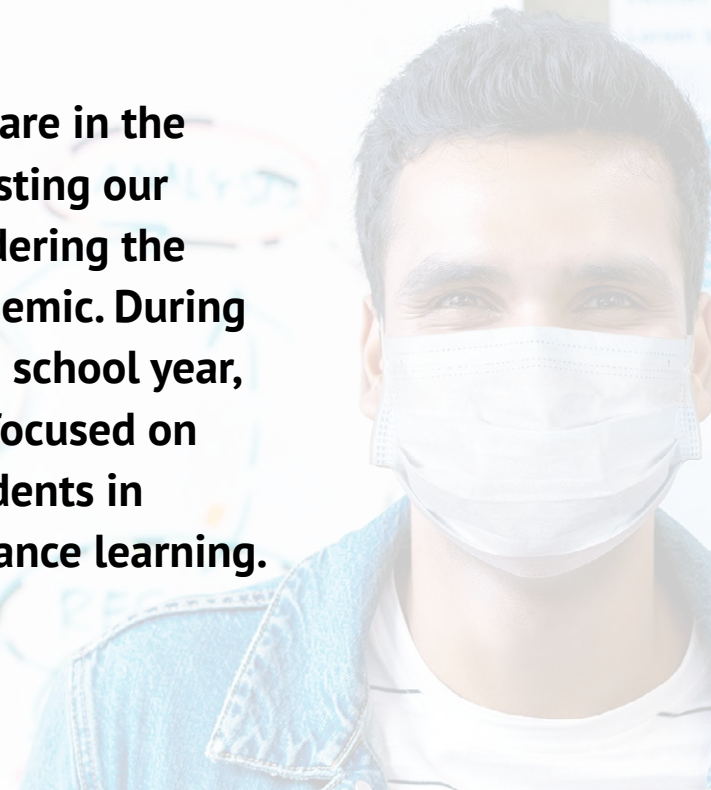
Endnotes

1. Educational Results Partnership ("ERP") utilized data from Cal-PASS Plus, a statewide clearinghouse of longitudinal data following students from K-12 into the workforce. ERP Narrative and Visuals — JusticeEd Year One Report, September 2020, hereinafter, "ERP Report" (Report available upon request.) at 1. ERP matched 37 of the 57 students listed on the JusticeEd 2018-2019 school year roster. There was not a complete match rate between Cal-PASS Plus enrollment data and the JusticeEd student roster, possibly due to students attending districts that do not share data with ERP/Cal-PASS Plus or due to a student's name and/or birth-date being incorrect in either dataset.

2. All 9-12 grade students enrolled in 2018-2019 school year (n=1,259,631). ERP Report at 1, 3.

3. These students who are found to be below proficient by California English Language Development Test (CELDT) and haven't been found to be proficient since their initial assessment (n=132,421). ERP Report at 1, 2.

4. Students were identified as low socio-economic status based on their eligibility for free/reduced school lunch (n=646,166). ERP Report at 1, 2.

5. Students were identified as homeless based on their eligibility for homeless student services. They were identified as homeless through the McKinney Vento Program flag in education program data to Cal-PASS Plus (n=36,799). Students were marked as not eligible if their school provided information about education program, but they were not found in the list of eligible students. ERP Report at 1, 3.

6. These students are those who have been identified as a foster youth in any K-12 district or County Office of Education Longitudinal Pupil Achievement Data System (CALPADS) 5.7 report (n=1,348). ERP Report at 1, 3.

7. Students that were identified in multiple vulnerable student populations were included in each of the student groups. For example, if a student was identified as an English language learner and low-socio economic status, their data were included in both English language learners and low-socio economic status groups. ERP Report at 1.

8. This figure includes Opportunity Youth Academy and Santa Clara County Office of Education Community Schools.

9. Alternative School (i.e., alternative school of choice, continuation high school, county community, or district community day school). ERP Report at 4 (citing De Velasco, J. R. (2008). California's Continuation Schools. Retrieved from https://mk0edsource0y23p672y.kinstacdn.com/wp-content/publications/ContinuationSchools08.pdf.).

10. Data for JusticeEd special education Involvement was gathered through EdTeamConnect ("ETC") and includes any student who had an identified 504 Plan or IEP. This figure does not include students who were referred for assessment. (Though in many cases warranted, many JusticeEd students and families refused to go through the Special Education assessment process due to stigmas around special education. As a result, SPED involvement and eligibility rates may not be truly representative of the number of eligible students.) The additional student data was collected through the ERP Report. ERP Report at 3, 4.

11. The attendance rate metric shows the percentage of school days that a student attended during the 2018-2019 academic year. ERP Report at 6.

12. The cumulative high school GPA metric shows the grade point average among courses taken by a student during their high school years (grades 9 through 12). Only courses taken for a letter grade are included in the calculation and these courses may be taken in any school. GPA values range from 0 to 4.0 and each full point difference represents a full letter grade difference. ERP Report at 10.

13. The A-G metric shows the average number of A-G college preparatory courses students have completed by grade level. ERP Report at 13.

14. The schools attended metric shows the total number of high schools a student attended. As school mobility is calculated as accumulative rate for students over the course of grades 9-12, it is expected that the average number of schools attended would increase over the years. ERP Report at 9-10.

15. Data for JusticeEd students was gathered through transcripts collected and stored in ETC. Data for all other student populations from ERP Report at 10.

16. ERP does not display information if there are fewer than 10 students. Fuzzy percentages were used by ERP in these instances to provide information while still protecting the identities of the students wherever possible. The methodology used to do so was to create buckets or ranges of percentages to make the data unidentifiable. ERP Report at 2, 8.

17. ERP Report (utilizing suspension data from Cal-PASS Plus). ERP Report at 8.

18. The suspension rate metric shows the proportion of suspensions in the academic year over the number of students during the 2017-2018 and 2018-2019 academic year. ERP Report at 7.

19. Goals are self-identified by students and tracked in EdTeamConnect.

20. Not applicable goals are coded in ETC as goals that are identified as no longer relevant to the student.

21. Unmet goals are goals coded in ETC as those not accomplished by the established deadline or by the end of program participation (e.g., "Pass English by the end of spring 2018 semester").

22. For the social and emotional wellbeing scores, the direction of the difference between baseline and follow-up, and the effect size of the difference, is presented by directional arrows. Effect sizes quantify the size of the difference between the baseline and follow-up results, and were calculated by taking the difference between the pre- and-post scores and then dividing it by the pooled standard deviation. RTI uses a standard threshold of 0.2 to indicate whether there was at least a "small" effect. Laird, Jennifer, and Siri Warkentien. Compassionate Systems California: Findings from Social and Emotional Wellbeing and Youth Experience Surveys. RTI International, 2020 (hereinafter "RTI Report"). Available from NCYL upon request.

23. RTI Report at 23.

24. Edward Cohen et al., "Evaluation of the Justice Ed Program – Parents' Experiences," 2020 (hereinafter "SJSU Evaluation").

25. The RTI and NCYL teams co-designed the Youth Experience Survey, a 15-item survey to collect students' experiences and feedback with the JusticeEd Initiative after being served for six months. RTI Report at 26.

26. RTI Report at 25.

27. RTI Report at 26.

28. Parent/caregiver quotes from the SJSU Evaluation. The SJSU Evaluation had a few limitations which point to follow up research and triangulation with other types of data evaluating outcomes for these youth. The sample was small, so it may not be representative of the larger population of parents who receive services from educational advocates, such as non-LatinX families. Also, parents were recruited by the JusticeEd Program and parents who were less satisfied may have opted not to respond to announcements. SJSU Evaluation.

The JusticeEd Initiative Team
510-835-8098