

## JUVENILE FACILITY EDUCATION: PROGRAM REVIEW AND EVALUATION

FACILITY NAME: HILLCREST and CAMP KEMP SCHOOLS	COUNTY: SAN MATEO		
FACILITY ADDRESS (STREET, CITY, ZIP CODE, TELEPHONE):  Hillcrest School Youth Services Center 400 Paul Scannell Drive San Mateo, CA 94402 <a href="tel:(650)312-5302">Phone: (650) 312-5302</a>  Camp Kemp School 30 Loop Road San Mateo, CA 94402 <a href="tel:(650)312-5302">Phone: (650) 312-5302</a>			
<b>ABOUT THE FACILITIES</b> Hillcrest and Camp Kemp Schools are year-round court schools operated by San Mateo County Office of Education in accordance with Title 15, Section 1370, Title 1, and Ed Code and with WASC certification. Court schools are mandatory and serve students who have been ordered by the Court to Probation Department programs. Hillcrest, located inside the Youth Services Center, educates youth who are detained in San Mateo County's Juvenile Hall. Most students are there for relatively short periods of time, but with changes to admission policies and passage of AB823 (closing the Department of Juvenile Justice to hold youth in County facilities until age 25), a significant number of students will be detained for lengthy periods. Margaret J Kemp Girls Camp educates females in extended detention and after release (Girls Empowerment Program).  This report is part of the San Mateo County Juvenile Justice Commission mandated annual inspection of County detention facilities as required by Welfare and Institutions Code §229. As of 2023, BSCC requires a third-party evaluation of juvenile hall schools. This report follows the BSCC format, but is not serving as this third-party evaluation. This report and responses to this report are submitted to the BSCC, the Board of Supervisors and the juvenile court judges.			
CHECK THE FACILITY TYPE AS DEFINED IN TITLE 15, SECTION 1302	JUVENILE HALL (JH) X	CAMP X	
EDUCATION PROGRAM EVALUATION	DATE EVALUATED: 9/5/2023		
	DEFICIENCIES OR NON-COMPLIANCE ISSUES NOTED: <b>YES</b> <b>NO</b>		

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JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION

1370. Education Program	YES	NO	N/A	COMMENTS
School Programs The County Board of Education shall provide for the administration and operation of juvenile court schools in conjunction with the Chief Probation Officer, or designee pursuant to applicable State laws.	X			

The school and facility administrators shall develop and implement written policy and procedures to ensure communication and coordination between educators and probation staff.		X		Policies are being developed.
(b) Required elements The facility school program shall comply with the State Education Code and County Board of Education policies.	X			
Youth shall be provided a rigorous, quality educational program that responds to the different learning styles and abilities of students and prepares them for high school graduation, career entry, and post-secondary education.		X		<p>Instructional objectives and strategies are not sufficiently differentiated.</p> <p>There is indication that youth are not making sufficient progress to address educational gaps and are, in fact, falling further behind. The Juvenile Justice Commission's 2023 <a href="#">Review of Court School Assessment Data</a> found that the typical student is making 14 weeks of progress in reading and 3 weeks of progress in math for each year of enrollment in a court school.</p> <p>Science and social studies texts are 16-years-old. The science curriculum is not Next Generation Science Standards-aligned.</p>
The course of study shall comply with the State Education Code and include, but not be limited to, courses required for high school graduation.		X		<p>The high school program is limited to courses required for high school graduation with some courses required for graduation from a court school or "regular" school only available through the online platform Edgenuity.</p> <p>While juvenile hall schools are not required to offer "comparability of services" under Title 1 part A, missing services would be of high value nonetheless. We note the lack of enrichment opportunities, Career and Technical Education and certifications, tutoring (which disappeared concurrent with COVID-19), and extracurriculars.</p>
Information and preparation for the High School Equivalency Test as approved by the California Department of Education shall be made available to eligible youth.	X			

Youth shall be informed of post-secondary education and vocational opportunities.	X			
Administration of the High School Equivalency Tests as approved by the California Department of Education, shall be made available when possible.	X			
Supplemental instruction shall be afforded to youth who do not demonstrate sufficient progress towards grade level standards.	X			The school has newly added (2) Teacher on Special Assignment positions to provide additional instruction and support (and address behavioral issues prior to suspension.)
The minimum school day shall be consistent with State Education Code Requirements for juvenile court schools. The facility administrator, in conjunction with education staff, must ensure that operational procedures do not interfere with the time afforded for the minimum instructional day. Absences, time out of class or educational instruction, both excused and unexcused, shall be documented.	X			Juvenile court schools require a minimum instructional day of 240 minutes. Hillcrest and Camp Kemp exceed this by 36 minutes per day.  Codes, court, therapy, and student-selected non-attendance interfere with the time afforded for the instructional day.
Education shall be provided to all youth regardless of classification, housing, security status, disciplinary or separation status, including room confinement, except when providing education poses an immediate threat to the safety of self or others. Education includes, but is not limited to, related services as provided in a youth's Section 504 Plan or Individualized Education Program (IEP).			X	Unknown. The school is on a School Improvement Plan this year due to 34 instances in the 2022/23 school year when students were excluded from school for behavioral reasons.  We understand that suspensions were being initiated by Probation when a school administrator was not onsite. We expect the (2) new TOSA positions will address this need and the school will return to (0) suspensions.
<b>School Discipline</b>				

Positive behavior management will be implemented to reduce the need for disciplinary action in the school setting and be integrated into the facility's overall behavioral management plan and security system.	X			The strength of the school is in the positive relationships between students and faculty. 5-Star Student Positive Behavioral Interventions and Supports is effectively implemented through professional learning communities, and “plan, do, study, act” cycles. School climate is a typical challenge in court schools, furthermore, <a href="#">positive SEL is suggested to be protective against learning loss</a> , the school’s positive climate is a significant accomplishment.
School staff shall be advised of administrative decisions made by probation staff that may affect the educational programming of students.	X			
Except as otherwise provided by the State Education Code, expulsion/suspension from school shall be imposed only when other means of correction fails to bring about proper conduct. School staff shall follow the appropriate due process safeguards as set forth in the State Education Code including the rights of students with special needs. School staff shall document the other means of correction used prior to imposing expulsion/suspension if an expulsion/suspension is ultimately imposed			X	Unknown. We requested, but did not receive documentation of “other means of correction.”  Teachers are well-trained in de-escalation strategies and restorative practices. The academic counselor and (2) Teachers on Special Assignment will reduce the need for suspension.  We believe there could be greater clarity between SMCOE and Probation as to who initiates a suspension.
The facility administrator, in conjunction with education staff will develop policies and procedures that address the rights of any student who has continuing difficulty completing a school day.		X		Policies are being developed.
(d) Provisions for Special Populations				

<p>State and federal laws and regulations shall be observed for all individuals with disabilities or suspected disabilities. This includes but is not limited to child find, assessment, continuum of alternative placements, manifestation determination reviews, and implementation of Section 504 Plans and Individualized Education Programs.</p>			X	<p>Unknown. We requested, but did not receive supporting material.</p>
<p>Youth identified as English Learners (EL) shall be afforded an educational program that addresses their language needs pursuant to all applicable state and federal laws and regulations governing programs for EL students.</p>			X	<p>Approximately 30% of detained students are English Learners.</p> <p>The 2023-24 Local Control and Accountability Plan (LCAP) reports that in 2021/2022 students 22% of students increased by one level. The stated 2023/24 goal is for 80% of all court and community schools to increase by one level annually.</p> <p>The strategy outlined in the LCAP is to train the Principal in English Learner pedagogy, to train the Assistant Principal in proctoring the English Language Proficiency Assessments for California (ELPAC), and to use a bilingual para-educator to provide more individualized support for English Learners.</p> <p>English Language Learners may use Rosetta Stone which is language learning software and Study Synch which can translate the Language Arts curriculum. Teachers are trained to develop English language skills through their methodology. We note no discrete educational program for English Language Learners. In the past, the school had an EL specialist.</p> <p>The school has a bilingual family counselor position, though the position was unfilled from October 31st, 2022 to May 1st, 2023.</p>
<p><b>Educational Screening and Admission</b></p>				

1. Youth shall be interviewed after admittance and a record maintained that documents a youth's educational history, including but not limited to:	X			
A. School progress/school history;	X			
A. Home Language Survey and the results of the State Test used for English language proficiency;	X			
A. Needs and services of special populations as defined by the State Education Code, including but not limited to, students with special needs.; and,	X			
A. Discipline problems.	X			
1. Youth will be immediately enrolled in school. Educational staff shall conduct an assessment to determine the youth's general academic functioning levels to enable placement in core curriculum courses.	X			<p>Students are immediately enrolled, but do not attend school immediately due to quarantine precautions. Students are provided a paper-based work packet that can best be described as "busy work".</p> <p>We suggest a rethink of how to educate youth prior to the detention hearing.</p>
1. After admission to the facility, a preliminary education plan shall be developed for each youth within five school days.			X	<p>Unknown. We requested and did not receive a sample educational plan.</p> <p>The form used to evaluate credits needed to graduate is attached.</p>

<p>1. Upon enrollment, education staff shall comply with the State Education Code and request the youth's records from his/her prior school(s), including, but not limited to, transcripts, Individual Education Program (IEP), 504 Plan, state language assessment scores, immunization records, exit grades, and partial credits. Upon receipt of the transcripts, the youth's educational plan shall be reviewed with the youth and modified as needed. Youth should be informed of the credits they need to graduate.</p>	X			
(f) Educational Reporting				
<p>The complete facility educational record of the youth shall be forwarded to the next educational placement in accordance with the State Education Code.</p>	X			
<p>The County Superintendent of Schools shall provide appropriate credit (full or partial) for course work completed while in juvenile court school in accordance with the State Education Code.</p>	X			<p>In the past, receiving schools have not accepted all credit accrued. We do not know whether this is still an issue and hope to learn more about what percentage of credits are accepted when SMCOE presents Fall 2023 outcome data at the January 2024 JJC meeting. Receiving schools are required by Title 1 to accept full and partial coursework completed in a court school.</p>
<b>Transition and Re-Entry Planning</b>				



<p>The Superintendent of Schools and the Chief Probation Officer or designee, shall develop policies and procedures to meet the transition needs of youth, including the development of an education transition plan, in accordance with the State Education Code and in alignment with Title 15, Minimum Standards for Juvenile Facilities, Section 1355.</p>		X		<p>Policies are being developed.</p> <p>We requested and did not receive a sample education transition plan.</p> <p>The 2021/2022 school inspection requested, but did not receive, outcome data. SMCOE intends to present Fall 2023 outcome data at the January 2024 meeting.</p>
(h) Post-Secondary Education Opportunities				
<p>The school and facility administrator should, whenever possible, collaborate with local post-secondary education providers to facilitate access to educational and vocational opportunities for youth that considers the use of technology to implement these programs.</p>	X			<p>Post-secondary academic opportunities are available. All youth except for one are enrolled in community college and some in trades, as well. Probation covers “all reasonable costs”, but policy does not exist in written form and there has been past confusion as to who pays for tuition and expenses.</p> <p>Technology access is problematic for post-secondary youth. They are not able to access all class content at the school site (but can on-unit). This creates a fragmented learning experience.</p> <p>Post-secondary students sometimes miss class because of facility operations. These classes are held with mainstream students and professors who may not know they are detained and any absences are especially problematic for these students.</p>

Commissioners on this year’s inspection team are concerned about the quality of education available to our youth in detention and its implications for these youth and for our County.

We commend the school for creating an unusually emotionally supportive learning environment, an area of intense investment by SMCOE. We observe that the students who have been at the school for extended periods of time demonstrate strong agency. They have often finished college and are enrolled in classes at local community colleges. They are ambitious and create opportunities for their own learning. For example, a youth in the secure track program organized a series of speakers from colleges and professions for other youth. This self-advocacy is nurtured by faculty and probation staff. Self-belief is a necessary precondition for learning.

However, data on student learning and our overall impression is that the school is not providing a “rigorous, quality” educational experience promised by Title 15, Section 1730 and Ca. Educ. Code § 48645(d) despite deep commitment by leadership and faculty. The school has challenges common to court schools generally (see Appendix I). We have confidence that SMCOE is aware and working towards this objective as evidenced by public reporting and new leadership. We found SMCOE receptive to our inspection comments. We offer a few observations not addressed in the Title-15 provided rubric above:

1.1 Given student learning is critical in improving outcomes for detained youth, we ask what changes would need to be made in the broader learning environment –scheduling, discipline, appointments, programming and use of time – to support student learning?

1.2 Faculty demonstrate high adaptability and resilience given the unpredictability of this environment. However, staffing is fragmented. Staff rotate through multiple school sites each day leaving classroom walls bare or outdated. The Bilingual Family Counselor position was unstaffed much of last year. The Physical Education Teacher position is being filled by the Social Studies teacher who was teaching out-of-assignment all of last year and again this year. Other teachers are teaching within assignment, but only because they hold Multiple Subject rather than single subject credentials (allowed in juvenile hall schools). The newly hired principal was on-leave during the first weeks of the new year and is expected to be out through October. A review of past staffing suggests that inconsistent staffing is a chronic issue for SMCOE to address.

1.3 We are troubled that the school withdrew its high school students from Project Change art and English classes this semester. The classes went from 9 and 5 students to 4 and 2 students, respectively. Project Change has the resources to address the educational gaps we identify in this report.

1.4 We understand union contracts may be limiting community-college-based and community-based solutions.

1.5 There is no English and Spanish parent handbook, which is required by Title 1.

1.6 Given the correlation between dyslexia and offending, we suggest dyslexia screening as a part of intake. The First Step Act (2018) requires dyslexia screening for adult inmates in federal prisons as a recidivism reduction effort.

1.7 In its public reporting, SMCOE needs to identify services in the [Single Plan for Student Achievement](#) and [Local Control and Accountability Plan](#) by site. The current format suggests that a program only offered at one site is available at other sites and, at times, groups learning outcomes together although the populations at Hillcrest, Camp Kemp, Canyon Oaks, and Gateway differ. Other COE's issue unique reports by school.

1.8 The OYCR-published June 14, 2023 document "[Building Higher Education Pathways for Secure Treatment Youth in California: A Call to Action](#)" provides recommendations for creating effective Secure Track educational programming. We recommend next year's inspection team assess for implementation of these recommendations. In addition, new educational laws go into effect next year and will require review.

1.9 We encountered several difficulties in conducting this inspection. We were not given access by Probation to Hillcrest youth while on-unit (rather than disrupting their school day). We requested a return visit to the school and this was declined. We understand from BSCC that we should not encounter these obstacles. We interviewed two Camp Kemp students who commented on how supportive and caring the teachers are.

Our inspectional team of five included a former instructional supervisor with Palo Alto Unified School District, a member of the Sequoia Union Board of Trustees, and a former Hillcrest and Camp Kemp parent. Our mission as a Commission is to reflect the public conscience in the best interest of youth, serving as proxies for the parents and larger community who cannot access these schools which operate behind locked doors.

We recognize that SMCOE has created a new leadership structure to address the challenges identified in this report and encourage Probation, the judges, the Board of Trustees, and the JJC to do all it can to support those efforts.

## **Appendix A: Classroom Observations 9/5/2023**

### **Hillcrest**

We observed classes in English, Study Skills, and Social Studies at Hillcrest. The team had the opportunity to take a look at social studies and science textbooks and photocopied packets given to students during their mandatory COVID-19 quarantine.

We also observed a Project Change ENGL 105 course being taught by a College of San Mateo instructor.

The main object of each of the subject classes appeared to be adapting the class to a level that all of the students could understand. The teachers are flexible in changing the curriculum and teaching new content throughout a youth's enrollment at Hillcrest.

During the Hillcrest English class, we witnessed one youth get agitated during a journal assignment at the start of class. The youth got frustrated by the journal question, and the teacher was successful in de-escalating the situation. The teacher reported that every student in that class was a Spanish speaker.

During Social Studies class, students individually worked on reading and answering chapter questions with the teacher circulating.

Study Skills class provided tutoring to students.

### **Camp Kemp:**

At Kemp, we observed the English class. The teacher reported that they had accelerated through the year-long English curriculum (that she taught to the two girls continuously) and were now doing more free-writing and journaling.

We discussed the Science and Math courses with the teacher. In Math, the teacher assesses each girl's level to see their math proficiency and shifts to specific sections of the textbook. The student curriculum in Science does not include labs. Students do "fun projects" like creating a timeline of the Earth.

## **Appendix B: Academic Plans for Students with High School Diploma or Equivalency Certificate**

Seven of eight students who have completed high school or passed the High School equivalency class are pursuing further education on-site through Project Change and online in mainstream community college classes.

### **CSM Project Change**

- English 105 – Tuesdays and Thursdays
- Art 204 – Tuesdays, Thursdays, and Fridays (canceled due to low numbers)
- Project Change coordinator is on-site Tuesdays and Thursdays to support the graduates with their CSM courses and materials for class

The following support measures are in place for students who have completed high school:

### **Skyline College's Academic Counselor meets regularly with the graduates for**

- Course selection
- Course management
- FAFSA (Free Application for Federal Student Aid)
- Ordering of college snacks (quite the hit!)

### **SMCOE Court & Community School Staff (Administration, Academic Counselor, SpEd Teacher, and TOSA)**

- Perform check-ins (social-emotional learning tool)
- Provide supervision coverage when Probation is short-staffed
- Provide graduates access to the internet for their courses
- Print assignments and materials for graduates
- Help graduates with basic organization, assignments, essays, etc.
- Explore higher education pathways with students (trades, etc.)
- Support SpEd teacher in helping students with IEPs sign up for DOR
- Act as liaison between CSM Project Change / Skyline counselor and Probation
- Ensure management and upkeep of the computer lab where the graduates spend most of their time
- Attend weekly MDT meetings to discuss student needs and supports
- Coordinates with CSM/Skyline counselors on financial aid, supplies, enrollment, etc.

### **Probation Staff**

- Provide supervision in Computer Lab, and if able, in Project Change room
- Ensure students are only on school-sanctioned sites (Go Guardian does not help with this, as Graduates are excluded from the session; Graduates must be watched in person)
- Ensure the safety of graduates and school staff

Some Group Supervisors provide additional help with basic organization, assignments, essays, etc. and social-emotional check-ins.

## Appendix C: Requested Documents for Educational Inspection 2023

### 1. Data

- a. Number of youth with IEPs and number with 504s on Sept. 5, 2023
- b. Number of youth who did initial IEP testing while in detention in the last year and source of each referral (home school or Hillcrest or Camp Kemp)
- c. Number of ELPAC youth on Sept. 5, 2023
- d. Number of suspensions for 2022/23 school year at Hillcrest and Camp Kemp  
RECEIVED

### 2. Documents

- a. A sample preliminary educational plan for Hillcrest (Title 15 § 1370(e))  
RECEIVED PLANNING FOR GRADUATION FORM ATTACHED
- b. A sample educational transition plan for a non-IEP Hillcrest youth and for Camp Kemp youth (Title 15 § 1370(g)) RECEIVED FORM ATTACHED
- c. A copy of the student exit survey for Hillcrest (mentioned in WASC documents)
- d. A sample “other means of correction” for a suspension initiated by a GS
- e. A description of positive behavioral management used at Juvenile Hall, Camp Kemp, and Canyon Oaks if it already exists in written form (Title 15 § 1370(c))
- f. Parent Annual Notification booklet for Hillcrest and Kemp in English and Spanish
- g. Identified learning outcomes or objectives differentiated for all students and for students who have been at the facility for more than x days
- h. LCFF budget overview for parents
- i. Any Uniform Complaint Procedure, Williams Act, or ESEA complaints since the last inspection for JH, Camp Kemp, and Canyon Oaks - SMCOE HAS NOT RECEIVED COMPLAINTS
- j. [LCAP](#) RECEIVED
- k. [WASC](#) RECEIVED
- l. [Single Plan for Student Achievement 2022-2023](#)

### 3. Information

- a. Are IEP testing and conferences held year-round? YES
- b. Is intake assessment done year-round? YES
- c. How is youth voice centered?
- d. What enrichment is currently available to youth? NONE OTHER THAN EDGENUITY MODULES
- e. What CTE is currently available to youth? NONE OTHER THAN CAREER ZONE WEBSITE AND EDGENUITY MODULES
- f. What academic support services, including tutoring, mentoring, employment, and community service internships, and fieldtrips are provided? Please answer separately for Hillcrest, Camp Kemp, and Canyon Oaks.
- g. Planned methods to measure student growth going forward (be as specific as possible about planned inventories, timelines, etc.)

#### 4. Required Policies

- a. School-Probation memorandum or understanding or equivalent (required by Title 15 § 1370(a): The school and facility administrators shall develop and implement written policy and procedures to ensure communication and coordination between educators and probation staff.)
- b. Provide a formal copy or a written description of policies and procedures that address the rights of any student who has continuing difficulty completing a school day (Title 15 § 1370(c))
- c. Provide a formal copy or a written description of policies and procedures to meet the transition needs of youth, including the development of an education transition plan, in accordance with the State Education Code and in alignment with Title 15, Minimum Standards for Juvenile Facilities, Section [1355](#). (Title 15 § 1370(g))
- d. When and how a computer may be used by a youth on-unit for academic work (quarantined youth, short-term youth, secure track youth, etc.)

**Appendix D: Graduation Requirements Form**

**SMCOE Graduation Requirements**

English 3 Years	30	English 9	0	1	2	3	4	5	6	7	8	9	10
		English 10	0	1	2	3	4	5	6	7	8	9	10
		English 11	0	1	2	3	4	5	6	7	8	9	10

Social Science 3 Years	30	Modern World History	0	1	2	3	4	5	6	7	8	9	10	
		US History	0	1	2	3	4	5	6	7	8	9	10	
		American Government	0	1	2	3	4	5						
		Economics	0	1	2	3	4	5						

Math 2 Years	20	Algebra I	0	1	2	3	4	5	6	7	8	9	10
		Geometry/Math	0	1	2	3	4	5	6	7	8	9	10

Health	5	Health	0	1	2	3	4	5					
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Science 2 Years	20	Life Science	0	1	2	3	4	5	6	7	8	9	10
		Physical Science	0	1	2	3	4	5	6	7	8	9	10

VAPA 1 Year	10	Art	0	1	2	3	4	5	6	7	8	9	10
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PE 2 Years	20	PE I	0	1	2	3	4	5	6	7	8	9	10
		PE II	0	1	2	3	4	5	6	7	8	9	10

Electives	75		0	1	2	3	4	5	6	7	8	9	10
			0	1	2	3	4	5	6	7	8	9	10
			0	1	2	3	4	5	6	7	8	9	10
			0	1	2	3	4	5	6	7	8	9	10
			0	1	2	3	4	5	6	7	8	9	10
			0	1	2	3	4	5	6	7	8	9	10
			0	1	2	3	4	5	6	7	8	9	10
			0	1	2	3	4	5					

210

My total credits \_\_\_\_\_



Appendix E: Individual Learning Plan Form

San Mateo County Court & Community Schools  
INDIVIDUAL LEARNING PLAN

I.L.P. Date: \_\_\_\_\_ I.L.P. Review Date: \_\_\_\_\_

NAME: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_  
Last First M.I.

Enrollment Date: \_\_\_\_\_ IEP: YES:  NO:

Last School Attended: \_\_\_\_\_ Credits Earned to Date: \_\_\_\_\_

Last School Exit Date: \_\_\_\_\_ Exit Status: \_\_\_\_\_

Student Performance: Assessment / Observations / Behavior Concerns:  
Instrument/Date: \_\_\_\_\_

Results: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

GOAL AREAS

Academic Goal Objectives: \_\_\_\_\_  
Social-Emotional Goal Objectives: \_\_\_\_\_  
Vocational Goal Objectives: \_\_\_\_\_

EDUCATIONAL HISTORY

- |                                       |                                       |                                       |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <u>ATTENDANCE</u>                     | <u>BEHAVIOR</u>                       | <u>ACHIEVEMENT</u>                    |
| <input type="checkbox"/> Excellent    | <input type="checkbox"/> Excellent    | <input type="checkbox"/> Excellent    |
| <input type="checkbox"/> Good         | <input type="checkbox"/> Good         | <input type="checkbox"/> Good         |
| <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Satisfactory |
| <input type="checkbox"/> Poor         | <input type="checkbox"/> Poor         | <input type="checkbox"/> Poor         |

Transitional Plan: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Administrator: \_\_\_\_\_ Date: \_\_\_\_\_  
Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix F: Transition Plan Form**

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**SMCOE Court and Community Schools  
TRANSITION PLAN**

**Student Name:**  
**DOR/Graduation Track:**  
**Grade:**

**DOB:**

**My history**

**Strengths, gifts and capabilities**

**COMMUNICATION**

- What is the student's communication style?
- How does the student respond in social, familiar and unfamiliar situations?
- How does the student respond to changes in routine?

**COMMUNITY**

- What does the student like to do for fun?
- What does the student do on weekends and other periods of free time?
- What opportunities are there to connect with the community through volunteering, gyms and other local activities?

**Appendix G: Excerpts from SMCOE 2023- 2024 LCAP**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Initial MAP Summative Assessment for Students in Orientation Course	90% of Students Will Complete the Initial MAP Summative Assessment in Orientation Course  <b>NEW ESTABLISHED BASELINE 75%</b>	Students are given either MAP or MyPath initial assessment when they enroll at the Court and Community Schools. Out of the students who did not complete MyPath initial assessment, the percentages of student completing Initial MAP tests are below.  Reading: 67% Math: 73% (Court Schools: N = 22 Students)	64% of all students were given either MAP or MyPath initial assessment in Reading. 63% of all students were given either MAP or MyPath initial assessments. (N= 100 students)		100% of Students will Complete the MAP Summative Assessment in the Orientation Course
MAP Summative Assessment after 90 Days for Continuously Enrolled Students (During Winter / Spring)	80% of Students Will Complete the MAP Summative Assessment after 90 Days of Continuous Enrollment  <b>NEW ESTABLISHED BASELINE 75%</b>	Reading: 47% Math: 40%  The numbers are lower than expected as we have been testing the students by term. To meet the 90-day requirements, we will have to start testing continuously. (N = 22 Students)	Reading 47% Math 53% (N=38 students)		100% of Students Will Complete the MAP Summative Assessment after 90 Days of Continuous Enrollment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MAP Progress as Shown by RIT Score of Student at 90 Days Enrollment	75% of Students Will Show Improvement by 1 Point in RIT score after 90 Days	Reading: 43% 10 out of 23 students improved by 1 point Math: 47% 8 out of 17 students improved by 1 point.	Reading: 56% (8 out of 18 students improved by 1+ pts Math: 55% (11 out of 20 students improved by 1+ pts)		95% of Students Will Show Improvement by 1 point in RIT score after 90 Days
My Path Formative Assessments for Students Enrolled into School	90% of All Students Will Complete the My Path Formative Assessments Once Enrolled	Reading: 65% Math: 63% (N = 35 Students)	Reading: 42% Math: 48% (N = 100)		100% of All Students Will Complete the My Path Formative Assessments Once Enrolled
My Path Progress on Accelerated Intervention Modules	75% of All Students Enrolled Will Complete One Module per Quarter in their My Path Accelerated Intervention Plan	38% of long term (minimum 90 days) students completed one module/unit in one quarter. (N = 30 Students)	36% of long term students (including 2 graduates) completed one module/unit in one quarter (N = 39 - long-term students with MyPath modules)		95% of All Students Enrolled Will Complete One Module per Quarter in their My Path Accelerated Intervention Plan
NEW ESTABLISHED BASELINE 50%	NEW ESTABLISHED BASELINE 30%				
Student-Determined Weekly Accelerated Intervention Plan Goals	75% of All Students Will Identify and Meet their Weekly Accelerated Intervention Goals	80% met with counselor weekly to discuss their weekly accelerated intervention goals	Still working on collecting the data (Discuss with Lauren, George)		95% of All Students Enrolled will Identify and Meet their Weekly Accelerated Intervention Goals

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ADDED "...meet their counselor to discuss their weekly..."	(N = 35 Students)			
SBAC Standardized Tests English Language Arts	50% of Students Have Met Approaching Standard or Above	60% have nearly met or met standards (N = 10 Students)	2021-22 Results 73% have nearly met or met standards (N = 11 students)		75% of Students Will Meet Approaching Standard of Above
SBAC Standardized Tests Math	50% of Students Have Met Approaching Standard or Above	25% have nearly met (N = 8 Students)	2021-22 Results 8% of students have nearly met standards (N=12 students)		75% of Students Will Meet Approaching Standard or Above
CAST Standardized Tests Science	50% of Students Have Met Approaching Standard or Above	75% have nearly met (N = 4 Students)	Have not completed CAST testing for 22/23. (have tested 9 out of 11 eligible students)		75% of Students Will Meet Approaching Standard or Above
Summative English Language Proficiency Assessment of California	50% of Students Have Increased by One Level Annually: Somewhat, Moderately or Well Developed	Levels: 1. Beginning to Develop 2. Somewhat Developed 3. Moderately Developed 4. Well Developed Canyon Oaks:	21-22 Results Canyon Oaks: 3 students, 1 student increased in level 1 no change; 1 history not available Gateway: 6 students were tested, no		80% of Students Will Increase by One Level Annually: Somewhat, Moderately or Well Developed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Canyon Oaks: 2 students                      1 no change; 1 history not available                      2 students were tested in 2021.                      1 student scored Level 3                      1 student scored Level 2</p> <p>Gateway:                      7 students were tested in 2021.                      3 showed improvement in scores by 1 level (43%)                      3 students scored Level 4                      2 students scored Level 3                      1 students scored Level 2                      1 students scored Level 1</p> <p>Hillcrest                      6 students were tested in 2021.                      Hillcrest: 6 students. 1 student improved scores by 1 point. (17%)</p>	<p>students increased in levels                      2 no change, 4 negative change</p> <p>Hillcrest: 7 students were tested, 2 students increased in levels                      2 no change, 1 negative change, 2 no history available</p> <p>Kemp: 2 students were tested, both students had no change in levels.</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2 students scored Level 4 1 students scored Level 3 2 students scored Level 2 1 student scored Level 1  Kemp: 3 students were tested in 2021. 1 student improved scores by 1 point.(33%) 1 student scored Level 3 1 student scored Level 2 1 student scored Level 1			
Physical Fitness Testing	60% of Students pass the 6 components of the FITNESSGRAM  NEW ASSESSMENT	100% Passed: The PFT tests have changed this year, and there is no pass/no-pass criteria. (N = 5 Students)	PFT testing is in progress; will be completed mid-May		80% of Students pass the 6 components of the FITNESSGRAM
Standards-Aligned Materials	Two of Four Core Subjects Will Have Standards-Aligned Materials	One of four adopted Two of four to be adopted in fall 2022	One of four adopted. Two of four to be adopted in fall 2023		Four of Four Core Subjects Will Have Standards-Aligned Materials

**Appendix H: Excerpts from [2021-22 School Accountability Report Card \(SARC\) - Hillcrest \(English\)](#)**

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>
Reading/Language Arts	StudySync	Yes
Mathematics	Carnegie Learning	Yes
Science	Prentice Hall Science Lab: Carolina	Yes
History-Social Science	Prentice Hall	Yes
Foreign Language	Edgenuity	Yes
Health	Edgenuity Starline	Yes
Visual and Performing Arts	Edgenuity Starline	Yes
Science Lab Eqpmt (Grades 9-12)	N/A	N/A



### Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.50	50.67
Intern Credential Holders Properly Assigned	0.00	0.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	49.00
Unknown	0.00	0.00
Total Teaching Positions	3.00	100.00

### Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.80	32.13
Intern Credential Holders Properly Assigned	0.00	0.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	67.87
Unknown	0.00	0.00
Total Teaching Positions	2.40	100.00

## Appendix I: Literature Review on Court School

### Barriers to Equal Education for Detained Youth: A Comparison of California Court Schools and Regular High Schools

By Ruchi Mangtani (Nominated Commissioner pending approval)

October 25, 2023

#### Introduction

Detained youth are entitled to the same right to education as other students in California per the California Department of Education’s mission statement<sup>1</sup>; however, educational experiences are often not equivalent between court and regular schools. This report compares court schools and regular high schools and details common barriers to education for youth who are currently in or have been involved in the juvenile justice system.

#### Comparing California Court Schools and “Regular” High Schools

##### A. School Day

Regular high schools offer about 20% more instructional time in 9 months (6.5+ hours/day) than court schools offer in 12 months (4 hours/day). If a student is detained during the school year, they receive only  $\frac{2}{3}$  of their normal instructional time and return further behind, adding to the learning loss that already occurs each time a youth transfers schools.<sup>2</sup>

##### B. Teacher Credentialing

Regular high schools require a Single Subject Credential in which the teacher has demonstrated content mastery. Court schools allow both Multiple and Single Subject Credentialed teachers.<sup>3</sup> While expert teaching is likely more important than deep subject knowledge in court schools, content mastery would make expert teaching more effective.

##### C. Teaching Methods

Regular high schools typically offer in-person, teacher-led instruction for most classes. Court schools often rely on online learning platforms, like Edgenuity, to provide classes required by California minimum standards to graduate (such as the required year of visual or performing arts, world language, or career technical education) and credit recovery. While online resources may increase access to secondary and post-secondary education and provide students with

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<sup>1</sup> *Belief & Purpose*. (2022, September 8). California Department of Education.

<https://www.cde.ca.gov/eo/mn/mv/#:~:text=California%20will%20provide%20a%20world,%2C%20parents%2C%20and%20community%20partners>.

<sup>2</sup> Sparks, S. D. (2016, August 11). *Student Mobility: How It Affects Learning*. EducationWeek.

<https://www.edweek.org/leadership/student-mobility-how-it-affects-learning/2016/08>

<sup>3</sup> Cobb, J., Horwitz, S., Uppal, A., & Whitaker, A. (2023). *Decoding Alternative Education: Student Demographics, Coursework, and Budgeting in the Five Largest California County Offices of Education & Tools for Transparency*. <https://youthlaw.org/sites/default/files/attachments/2023-03/2023%20Decoding%20Alternative%20Education%20FI%20NAL.pdf>

missing credits,<sup>4</sup> online learning may not be as effective or engaging as in-person instruction.<sup>5</sup> According to a Santa Clara County community school student who uses Edgenuity, “I have not learned anything at this school, but we get credits super fast. There’s no real teaching. You can just look up the answers on Google.”<sup>6</sup>

#### **D. Graduation Requirements**

Most “regular” school districts require 22-26 year-long courses to prepare them for life after high school. Court schools typically require 13 courses to graduate; SMCOE requires 21 courses. Many detained youth at both regular and court schools have a 13-course path-to-graduation option through AB167/216 because they have been subject to a petition filed under WIC § 300 or § 602.

#### **E. Issues with Transitioning**

Detained youth often have difficulty acquiring the credits needed to graduate due to issues with transferring school records and credits not being properly awarded to students who have earned them. Additionally, the lack of a clearly standardized method for calculating partial credits further inhibits these youths’ track to graduation.<sup>7</sup> The ability to maximize credits earned in court schools and have them properly accounted for when transferring out is necessary to prevent dropout: every academic credit earned in court schools makes students 1.2 times more likely to reenroll in school, which thereafter makes them 1.7 times more likely to earn a high school diploma.<sup>8</sup>

#### **F. Suspension and Truancy**

In a detention facility where attendance is compulsory, suspensions and chronic truancy are unfortunate extensions of the school-to-prison pipeline. Court schools in California have a suspension rate of 10.2%, which is more than 2.5 times the state suspension rate of 4.4%.<sup>9</sup> The most common reason for these suspensions in court schools is “willful defiance,” a highly subjective offense that involves “disrupting school activities or otherwise willfully defying the valid authority of school staff.”<sup>10</sup> “Willful defiance” can be as small as rolling one’s eyes at their

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<sup>4</sup> Eddy, C., & Ballenger, J. (2016). The Effectiveness of an Online Credit Recovery Program on Improving the Graduation Rates of Students at Risk of School Failure. *School Leadership Review*, 11(1).

<https://scholarworks.sfasu.edu/cgi/viewcontent.cgi?article=1061&context=slr>

<sup>5</sup> *Educational Injustice: Barriers to Achievement and Higher Education for Youth in California Juvenile Court Schools*. (2016). <https://ylc.org/wp-content/uploads/2019/05/EDUCATIONAL-INJUSTICE.pdf>

<sup>6</sup> Cobb, J., Horwitz, S., Uppal, A., & Whitaker, A. (2023). *Decoding Alternative Education: Student Demographics, Coursework, and Budgeting in the Five Largest California County Offices of Education & Tools for Transparency*. <https://youthlaw.org/sites/default/files/attachments/2023-03/2023%20Decoding%20AIternative%20Education%20FI%20NAL.pdf>

<sup>7</sup> *Educational Injustice: Barriers to Achievement and Higher Education for Youth in California Juvenile Court Schools*. (2016). <https://ylc.org/wp-content/uploads/2019/05/EDUCATIONAL-INJUSTICE.pdf>

<sup>8</sup> *Kept Out: Barriers to Meaningful Education in the School-to-Prison Pipeline*. (2012).

<https://nicic.gov/resources/nic-library/all-library-items/kept-out-barriers-meaningful-education-school-prison>

<sup>9</sup> *Educational Injustice: Barriers to Achievement and Higher Education for Youth in California Juvenile Court Schools*. (2016). <https://ylc.org/wp-content/uploads/2019/05/EDUCATIONAL-INJUSTICE.pdf>

<sup>10</sup> Educ. Code § 48900(k)

teacher. In addition, in the 2013-2014 school year, truancy rates ranged from 28.89% to 68.55% in six court schools.<sup>11</sup>

### **G. Post-graduation from Secondary Schooling**

In the 2011-2012 school year, only 1.1% of detained youth were accepted or enrolled in post-secondary education, 7.4% joined a job-training education, and 0.01% acquired employment within 30 days of reentry.<sup>12</sup> This suggests court schools often do not prepare students for post-secondary education and career entry. In comparison, around 70% of high school graduates enroll in college within 12 months in California,<sup>13</sup> and 63% of California's public high school students enroll in college after graduation (with local rates in the high 90s).<sup>14</sup>

### **H. Lack of Data**

It should be noted that it is difficult to provide a complete picture of court schooling due to the lack of data available on the quality of education for detained youth. Though court schools are part of an accountability measurement system, this system tracks the year-to-year progress of students, and most students in court schools are there for only a few months, preventing an accurate assessment of their educational experience.<sup>15</sup>

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<sup>11</sup> *Educational Injustice: Barriers to Achievement and Higher Education for Youth in California Juvenile Court Schools*. (2016). <https://ylc.org/wp-content/uploads/2019/05/EDUCATIONAL-INJUSTICE.pdf>

<sup>12</sup> *Educational Injustice: Barriers to Achievement and Higher Education for Youth in California Juvenile Court Schools*. (2016). <https://ylc.org/wp-content/uploads/2019/05/EDUCATIONAL-INJUSTICE.pdf>

<sup>13</sup> Perez, C. A., Johnson, H., & Hsieh, V. (2021, September 15). *Geography of College Enrollment in California*. <https://www.ppic.org/blog/geography-of-college-enrollment-in-california/>

<sup>14</sup> *Where California High School Students Attend College*. (2018, December). <https://edpolicyinca.org/sites/default/files/Statewide%20NSC%20Report%20Final%20Online.pdf>

<sup>15</sup> *Educational Injustice: Barriers to Achievement and Higher Education for Youth in California Juvenile Court Schools*. (2016). <https://ylc.org/wp-content/uploads/2019/05/EDUCATIONAL-INJUSTICE.pdf>