



**JUVENILE JUSTICE COMMISSION  
ANNUAL EDUCATION PROGRAM REVIEW & EVALUATION  
HILLCREST SCHOOL - JUVENILE HALL  
September 2025**

**FACILITY NAME:** Hillcrest School – Juvenile Hall

**FACILITY ADDRESS:** 400 Paul Scannell Dr. San Mateo, CA 94402

**SCHOOL PHONE NUMBER:** (650) 312-5302

**HILLCREST SCHOOL EVALUATION DATE:** September 23, 2025

**SECURE YOUTH TREATMENT FACILITY EVALUATION DATE:** October 6, 2025

**EVALUATION PERIOD:** August 1, 2024 – July, 31, 2025

**PREVIOUS EVALUATION:** September 24, 2024

**CHECK THE FACILITY TYPE AS  
DEFINED IN TITLE 15, SECTION  
1302**

**JUVENILE HALL**  
**X**

**SYTF**  
**X**

**EDUCATION PROGRAM  
EVALUATION**

**DEFICIENCIES OR NON-COMPLIANCE ISSUES NOTED**  
**X YES NO**

**EDUCATION PROGRAM EVALUATOR(S):**

- Karin Huber-Levy, Commissioner (Lead)
- Shakeel Ali, Commissioner
- Niklas Klemmer, Commissioner
- Johanna Rasmussen, Commissioner

**PRESIDING JUVENILE COURT:** The Honorable Susan I. Etezadi

**SAN MATEO COUNTY SUPERINTENDENT OF SCHOOL:** Nancy Magee



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**COUNTY OFFICE OF EDUCATION STAFF INTERVIEWED**

**ADMINISTRATION**

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Development Navigator)

**PRINCIPAL:**  
Freedom Siyam

**ASSISTANT PRINCIPAL:**  
Jason Arenas

**HILLCREST SCHOOL STAFF:**  
John Bordagaray  
Teacher, Social Studies & Physical Education

Tina Perdices  
School Psychologist

**HILLCREST SCHOOL - OVERVIEW**

Hillcrest School educates youth in detention who are under the jurisdiction of the San Mateo County Juvenile Court and housed in Hillcrest Juvenile Hall at the Youth Services Center.

As a court school, Hillcrest School is operated by the San Mateo County Office of Education (SMCOE), serving students up to age 18 or until they complete their high school diploma or equivalency. It maintains full accreditation through the Western Association of Schools and Colleges (WASC) and provides comprehensive educational programming tailored to youth in detention.

Pursuant to the **California Constitution**, the **California Education Code**, and **Title 15, Section 1370** of the California Code of Regulations, **youth in detention are guaranteed the same right to a free, appropriate public education as all other students in California.**



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This means that every young person at Hillcrest Juvenile Hall must have access to a full high-school curriculum, taught by credentialed teachers, and be given the opportunity to earn **partial credits, full credits, or—when eligible—a high school diploma or equivalency**.

Partial credits earned while detained **must be honored** by the student's home school district when they return to the community.

Hillcrest follows the graduation requirements established by SMCOE, which may include either the County's adopted requirements or the state's alternative graduation pathway for eligible students. For youth with disabilities, the school is responsible for providing all **Individualized Education Program (IEP)** services required under state and federal law. These services must be delivered in detention just as they would be in any public school, and students are entitled to the accommodations and supports outlined in their IEP.

If a student, parent, or educational rights holder believes that a student's educational rights are not being upheld, including concerns related to access, instructional quality, or special education services, support is available through the Office of Youth and Community Restoration (OYCR) Ombudsperson at (844) 402-1880. The Ombudsperson provides independent assistance to youth and families in addressing concerns related to educational services and conditions of confinement in California's juvenile detention facilities.

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Historically, most youth detained at Hillcrest Juvenile Hall were held for relatively short periods. However, with the passage of Assembly Bill 823 and the closure of the California Department of Juvenile Justice (DJJ) effective July 1, 2023, youth who would previously have been committed to state facilities are now housed in county juvenile facilities known as Secure Youth Treatment Facilities (SYTFs), which provide programming for individuals up to age 25.

San Mateo County's SYTF program operates within Juvenile Hall as the SOARR Program (*Serious Offenders Achieving Readiness for Reentry*). Hillcrest School delivers the core academic high school program for both Juvenile Hall and SYTF/SOARR youth, offering high school credit-bearing courses, individualized education plans (IEPs), and special education services, as well as pathways toward a high school diploma or equivalency. Youth in the SYTF program who have already graduated with a high school diploma have access to postsecondary and vocational opportunities through partnerships with community and state colleges, and other educational and community-based organizations.



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**EDUCATION PROGRAM REVIEW & EVALUATION**

The San Mateo County Juvenile Justice Commission (JJC) conducts annual inspections and reviews of juvenile facilities pursuant to **Welfare & Institutions Code §229**. The purpose of these reviews is to provide community-based oversight of conditions, programs, and services available to youth held in local detention and treatment facilities, including educational programming.

**PURPOSE AND SCOPE OF REVIEW**

It is the responsibility of the County Superintendent of Schools to provide an annual evaluation of Hillcrest School's education program and certify that it meets *Title 15 Standards* and *California Education Code* requirements. The most recent such review and evaluation for Hillcrest School was completed by the Santa Cruz County Office of Education under the supervision of the OYCR on October 25, 2024, with updated comments dated October 25, 2025. No deficiencies or non-compliance issues were noted; the comments highlighted that student support and programming are continuously improving.

The San Mateo County JJC's review does not seek to duplicate this formal Title 15 regulatory audit conducted under the authority of OYCR and the County Office of Education. Rather, the Commission's role is to provide community-based oversight, reporting on:

1. Significant developments since our last review;
2. Input from students, educators, and administrators;
3. Effectiveness, accessibility, and continuity of educational services for detained youth; and
4. Recommendations for follow up.

**EXECUTIVE SUMMARY**

The JJC conducted this evaluation in its role as community oversight as a proxy for parents and the broader community, advocating for the educational rights and best interests of incarcerated youth who would not otherwise have direct community oversight of their schools. In carrying out this evaluation, the JJC recognizes



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the unique challenges inherent in striving to deliver a quality educational experience in a secure detention environment, where the cohort of students changes throughout the academic session and students are present for varying lengths of stays.

This year's four-member JJC evaluation team included Commissioners with experience in law, education, and youth advocacy, and a parent of a former Hillcrest student, ensuring a balanced and informed perspective.

On the date of our site visit to Hillcrest School (September 23, 2025), **twenty (20) students under 18 years of age were attending high school classes**. The current average length of stay at Hillcrest Juvenile Hall is 30 days, although most of the students we spoke with indicated that they would be at Hillcrest for a longer period (months). Of the 20 minor students at Hillcrest on the date of our visit, 18 have IEPs and 1 has a 504 Plan - that is, **all but 1 minor student had special education interventions** during their time at Hillcrest School.

A follow-up visit to Hillcrest Juvenile Hall (Pine 4 unit) was conducted on October 6, 2025, to evaluate the educational programs provided to the **eight (8) youth currently in the SYTF/SOARR** program and the five **(5) youth over 18 years old** living in the Pine 4 unit, but not in the SOARR program. Of these youth, seven (7) youth are in Project Change, three (3) are in Project Rebound, and four (4) youth were engaged in some form of course-work for high school equivalency (GED).

**Significant Developments from Last Year:**

1. **New Leadership:** A significant development since last year has been the arrival of new leadership at Hillcrest School, with a new Principal and Assistant Principal beginning their roles at the start of this school year. During our visit, we had meaningful time with both Principal Siyam and Assistant Principal Arenas. Principal Siyam shared his educational philosophy, professional background, and vision for supporting each young person at Hillcrest. Under his leadership, Hillcrest is placing renewed emphasis on creating a transformative, trauma-informed learning environment that meets students where they are and adapts to their individual needs and goals. Principal Siyam emphasized the importance of maintaining a flexible and responsive structure—what he described as a “flucture”—to ensure the school can adjust to a student population that changes frequently and has significant educational and social-emotional needs.



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2. **Hiring New Teachers:** At the time of our visit, Hillcrest School was actively working to fill three full time teaching positions. This staffing transition required an all hands on deck approach and contributed to a dynamic and evolving school environment as the new leadership team worked to stabilize and strengthen the program. At the outset of the 2025–26 school year, two of the three full time, long term teachers resigned, resulting in multiple vacancies. While the hiring process remained ongoing, Assistant Principal Arenas, a fully credentialed Special Education teacher, stepped into a classroom teaching role. Credentialed substitute teachers were also utilized intermittently to address staffing gaps, including Karen Skogstrom (RSP), John Kirby (CTE, RSP), and Yegneswaran T. Kesavier (certificated substitute teacher). The San Mateo County Office of Education identified the Math and Science teaching position as the most urgent priority, followed by the English and Social Studies position. On the date of our visit, the Commission was informed that an additional credentialed substitute teacher was scheduled to begin the following day. **Update:** As of the date of this report, one new teacher, Maria Moran, has been hired, along with a Data Specialist, Maria Sanchez Linares.
  
3. **SOARR/SYTF Youth Educational Programming on Unit:** As a result of issues with technology usage, these youth are now using a program room in their unit for educational programming. Last year, the SYTF cohort were using the computer lab at the Hillcrest School for college courses and vocational education access. The program room in Pine 4 is a busy place - all Zoom calls, BHRS sessions and all students, whether working on GED or college courses, share the same space. Access to the program room is limited to certain hours, and also must be supervised so if staff are called away, access to education is impacted.

**COMMENDATION**

We commend the school for working to create an emotionally supportive learning environment, recognizing that this is an area of continuous investment by SMCOE. We have observed that the students who have been at Hillcrest for extended periods of time demonstrate strong agency over their academic endeavors. Students often graduate from high school and move on to become students at our local community colleges.



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**RECOMMENDATIONS**

Reliable data on student learning outcomes is not currently available, and based on our observations, it remains challenging for Hillcrest to consistently deliver the “**rigorous, quality**” **educational experience** required under Title 15, Section 1370, and California Education Code § 48645(d). These challenges are compounded by ongoing staffing transitions, including vacancies in full-time teaching positions and the resulting reliance on substitute teachers and interim instructional support from the Assistant Principal.

Based on our observations, discussions with educators and students, and community input, the Commission offers the following recommendations to strengthen the high-school educational programming at Hillcrest School. Student learning is critical to improving outcomes for detained youth. This report provides our observations and recommendations for improvements to support student learning. These recommendations also reflect the distinct needs of the two groups of high-school students: short-term detainees (average length of stay is 30 days) and youth who are detained for longer periods of time but are not SYTF:

**1. Clarify and Differentiate Educational Approaches for Short-term and Longer-term students:**

Hillcrest School serves two general categories of students, and each have very different needs:

1. **Short-term youth** (average stay ~30 days) benefit from ongoing communication with their home schools and it is important for them to preserve their academic status by keeping up with coursework;
2. **Longer-term youth**, require more sustained instructional support, with an emphasis on credit recovery, and pathways to completing a high-school diploma or equivalency.

**Recommendations:**

- Articulate distinct goals, expectations, and instructional approaches for each group; ensure that classroom assignments differentially support students with each set of needs.
- Develop a clear explanation of program design that outlines how short-term and longer-term educational plans differ.
- Provide data on how many students fall into each category to guide resource allocation and instructional planning.



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This differentiation is essential for clarity, placement decisions, and ensuring each student receives appropriate support.

**2. Strengthen Instructional Supports for Longer-Term Youth:**

Longer-term students rely heavily on packet-based or computer-based credit recovery systems. While these tools may be appropriate for limited credit recovery, longer-term students benefit from more structured, teacher-led instruction. Some longer-term youth have foundational education gaps.

**Recommendation:**

- Increase direct, in-person instruction (small-group or individual) to supplement or reduce reliance on packet-based/online systems.
- Describe more clearly how many classes longer-term students typically take, their instructional minutes, and how individualized support is integrated.
- Offer targeted strategies for students with foundational gaps in literacy or math. This shift would help ensure that students leaving Hillcrest School with a diploma or equivalency have obtained the substantive academic knowledge required for next steps, whether educational or vocational.

**3. Strengthen Special Education Identification, Assessment, and Service Delivery**

Students entering juvenile hall often arrive with incomplete records or unaddressed learning needs.

Hillcrest provides a limited set of IEP accommodations, including extended time on tests and opportunities for students to take breaks inside the classroom. However, the school is not equipped to deliver the full continuum of services required for youth with moderate to severe disabilities, particularly students with OHI or significant behavioral support needs. When an IEP includes services or supports that cannot be implemented in the Hillcrest setting, it is unclear how SMCOE ensures compliance with IDEA or determines whether an alternative placement is necessary.

**Recommendation:**

- Ensure all special education evaluations occur in private, quiet spaces that protect confidentiality and support accurate assessment.



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- Clarifying procedures for addressing unmet IEP requirements is essential to protecting students' educational rights. Strengthening special education processes is critical in a setting where many students have identified or suspected disabilities.

#### **4. Improve Intake Procedures and Transfer of Academic Records**

Timely and accurate records are essential for proper placement.

**Recommendation:**

- Establish a formalized process or MOU with local districts to ensure the prompt transfer of complete transcripts, IEPs, and prior assessments.
- Review transcripts proactively upon intake rather than relying solely on report cards or partial information.
- Develop a records intake checklist to identify gaps or inconsistencies and assign responsibility for follow-up

A complete academic picture at intake will allow Hillcrest to place students appropriately and avoid delays in instruction.

#### **5. Clarify Educational Decision-Making**

Educators and Probation meet regularly, on a weekly basis to ensure consistency and communication.

**Recommendation:**

- Clarify who leads and who is consulted for decisions related to placement, credit recovery, IEP implementation, and graduation planning amongst the educators, Probation staff, and families.
- Ensure that education-related determinations remain decisions of the educational agency, consistent with state law and Title 15.
- Structure regular opportunities for families to participate in educational decisions to the extent feasible.

Clear governance ensures fairness, consistency, and student-centered decision making.



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## **6. Instruction Time: Class Pull Outs**

Teachers reported that students are routinely pulled from classrooms for court, behavioral health appointments, probation matters, and facility operations. These interruptions reduce the instructional minutes available each day and create challenges for students attempting to build academic momentum. Although individual removals may be necessary, the cumulative effect limits Hillcrest's ability to fully meet the 240-minute minimum instructional day and disrupts the continuity required for students with learning disabilities or foundational skill gaps.

### **Recommendation:**

- Establish clearer protocols that prioritize instructional time, ensure coordination across units, and minimize non-emergency disruptions to help preserve the integrity of the school day.

## **7. Implement Foundational Skills Assessments and Basic Outcome Metrics**

Foundational skills assessments ensure that Hillcrest can better support student learning.

### **Recommendation:**

- Conduct baseline assessments (e.g., reading level, math skills) for all students upon intake, especially longer-term youth.
- Track simple, high-value outcome metrics, such as:
  - credit completion,
  - improvement in skill levels,
  - number of students meeting graduation or equivalency requirements.

These measures help educators tailor instruction and support ongoing improvement; clear metrics are easily understood and utilized by other organizations and the public.

## **8. Increase Communication and Transparency With Home Schools and Families**

Most Hillcrest students will return to their home schools upon release unless they graduate during detention.

### **Recommendation:**

- Strengthen communication with home districts to align class selection, credit expectations, and re-enrollment planning.



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- Improve communication with families about students’ academic status, credits earned, IEP updates, and anticipated next steps.

Clearer communication improves continuity of education and supports smoother transitions back to the community.

**KEY AREAS FOR COMMISSION FOLLOW UP**

1. **Staffing:** With the arrival of new senior leadership and an urgent need to fill three full-time teaching positions, Hillcrest School is currently operating in an “all hands on deck” environment. Even under normal circumstances, Hillcrest teachers have demonstrated notable adaptability and resilience given the complexities of teaching in a secure facility. At present, the staffing shortages require significant flexibility from administrators and substitute teachers as they work to maintain continuity of instruction. Despite these challenges, the new leadership team has begun implementing positive changes aimed at strengthening program structure and responsiveness as permanent staff are hired.
2. **Student Academic Performance Metrics:** Principal Siyam informed the JJC that once staffing shortages across Court & Community Schools—including the hiring of full-time Math, Science, and English teachers for Hillcrest—are resolved, the school intends to implement new student academic performance metrics to replace the previously used MAP assessments. These metrics will be used consistently across SMCOE’s Court & Community Schools to establish clear benchmarks and track academic progress. The administration’s goal is to complete baseline assessments once staffing is stabilized and to have the new metrics fully in place by the end of **Q1 2026**.
3. **Parent & Family Engagement:** Title 1 requires that a Parent and Family Engagement Policy (parent handbook) be made available to families in both English and Spanish. At the time of our review, digital copies of the handbook were not available on the SMCOE website, and printed copies could not be located at Hillcrest. Additionally, none of the parents we interviewed reported having received the handbook. Ensuring that the handbook is accessible and distributed consistently is essential to meeting Title 1 requirements and supporting families’ understanding of their child’s educational program and rights. In response to our request, it was reported that the **handbook is ‘in progress’**, but it has been in progress for some years now.



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**HILLCREST SCHOOL YOUTH EDUCATION SURVEY**

To strengthen the student voice component of this year’s evaluation, the Juvenile Justice Commission developed and administered a Youth Education Experience Survey to students currently enrolled at Hillcrest School. The survey gathered information on academic engagement, instructional clarity, access to technology, perceived challenges, learning supports, and overall satisfaction with educational programming.

The survey also provided students an opportunity to describe barriers to learning and the supports they find most helpful. These qualitative responses offer critical insight into how school operations, staffing stability, classroom structure, and facility practices affect students’ ability to learn.

Survey results reflect a learning environment characterized by inconsistent instruction and limited academic supports. While some students reported that teachers and aides are helpful at times, many described a lack of consistent, direct instruction and insufficient academic assistance. Most respondents reported having an IEP or 504 Plan, and student feedback indicates challenges accessing accommodations, particularly those requiring technology. Students in the alternative classroom reported no access to computers or educational technology. Students also expressed interest in more engaging instructional approaches, including project-based learning and opportunities to conduct research. Overall satisfaction with educational programming was low, with many students indicating they were not learning enough. Taken together, these findings reinforce the Commission’s observations regarding the impact of staffing instability, instructional disruptions, and technology limitations on student learning.

**SUMMARY OF YOUTH EDUCATION SURVEY RESULTS**

What grade are you currently in?	0 = 8th:      7 = 11th 0 = 9th:      4 = 12th 3 = 10th:     0 = 12th+
How long have you been here?	1 = > a month      6 = 1– 3 months 0 = 3 – 6 months    7= 6+ months



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How often do you feel like you are learning something new in class?	1 = Every day 2 = A few times a week 4 = Once in a while: 7 = I have not learned anything new
Do you have an Individual Education Plan (IEP) or 504 Plan?	13 = Yes 1 = No <sup>1</sup>
How challenging does your schoolwork feel to you?	1 = Too Hard 3 = Too Easy 10 = About right for my ability
Did you take any placement tests or exams when you arrived?	6 = Yes 7 = No 1 = I'm not sure
If yes, was it helpful <sup>2</sup>	2 = Yes 1 = Somewhat 0 = No
Do your teachers and aides explain things in a way that makes sense to you?	1 = Most of the time 8 = Sometimes 2 = Not often 3 = Never
Are you absorbing what is being taught to you?	1 = Yes                      5 = Sometimes 3 = Not really            4 = No, not at all
What, if anything, makes learning difficult for you here?	→ People are just super loud and not on track → Probably the way things are explained to me

<sup>1</sup> This student wrote "No, but I need one"

<sup>2</sup> 3 students who answered yes did not answer the second question



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	<ul style="list-style-type: none"> <li>→ No Teachers</li> <li>→ The popel teachin</li> <li>→ It can't pay attention. It's hard for me.</li> <li>→ Lood class room</li> <li>→ No teachers to teach us anything</li> <li>→ When something is too easy or I already know it.</li> <li>→ Theres no teachers but John and Mr. Y, the rest are lost.</li> <li>→ No treachers, No tutors, No computers, everything is done on paper and we all have to do the same work.</li> </ul>
<p>What helps you learn the most here? Check all that apply.</p>	<ul style="list-style-type: none"> <li>8 = Teachers explaining things</li> <li>4 = Group discussions</li> <li>4 = Working independently on my own</li> <li>6 = Working in groups</li> <li>6 = Use of computers and technology</li> <li>6 = One-on-one help from teacher or aide</li> <li>1 = Worksheets or Packets</li> <li>3 = Other: Ms. Monika, Ms. Monika, Projects</li> </ul>
<p>How do you feel about the classroom structure, rules, and overall learning environment?</p>	<ul style="list-style-type: none"> <li>1 = Very Positive      5 = Mostly Negative</li> <li>1 = Mostly Positive    4 = Very Negative</li> <li>3 = Neutral</li> </ul>
<p>Do you think the schoolwork here is enough to keep you from falling behind when you return to your home school?</p>	<ul style="list-style-type: none"> <li>1 = Yes                      2 = Some of it is</li> <li>3 = I'm not sure        4 = No</li> </ul>
<p>Are you currently behind on high school credits?</p>	<ul style="list-style-type: none"> <li>9 = Yes</li> <li>3 = No</li> <li>2 = I'm not sure</li> </ul>
<p>Do you have access to computers and related technology in the classroom?</p>	<ul style="list-style-type: none"> <li>14 = No</li> <li>0 = Yes</li> </ul>



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<p>What are the biggest challenges facing students here?</p>	<ul style="list-style-type: none"> <li>→ We don't have teachers, just BJ.</li> <li>→ A lot of us have trouble learning, but theres no help or ways for us to learn.</li> <li>→ Mostly just trying to focus because its always loud</li> <li>→ Teachers just giving work and expect us to know everything.</li> <li>→ People are just super loud and not on track</li> <li>→ The teachin</li> <li>→ Theres one teacher and all the others are no help except Ms. Monika</li> <li>→ Loud in class</li> <li>→ Changes in the school work and teachers</li> <li>→ "Idk" and not sure</li> </ul>
<p>Have you attended Hillcrest School in the past?</p>	<p>11 = Yes 3 = No</p>
<p>If yes, was it hard to re-enroll in school after you were released from juvenile hall?</p>	<p>5 = Yes 6 = No</p>
<p>Do you believe you will have the knowledge and skills needed to enter college or a vocational program after high school?</p>	<p>5 = Yes, I'll be prepared 4 = Somewhat, I need more help 0 = I'm not sure 4 = No, I'm not going to be prepared</p>
<p>Are there additional resources, tools or support that would help you learn better? If yes, please list them here:</p>	<ul style="list-style-type: none"> <li>→ Some new teachers</li> <li>→ Have them explaining what we doing on the board and demonstrating</li> <li>→ Computure</li> <li>→ A teacher that actually teaches</li> <li>→ (Being able to do) further research on things I barely know</li> <li>→ More help</li> </ul>



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	<ul style="list-style-type: none"> <li>→ To be given work that is at my level</li> <li>→ We need to learn how to use technology for papers, the real high schools do that.</li> <li>→ Teachers that actually teach (&amp; music)</li> <li>→ Teachers, computers, projects</li> <li>→ Technology would be great, but it comes with pros and cons</li> <li>→ A music MP3 to do my school work</li> <li>→ Ms. Monika everyone in the school dept dislike her cuz shes the best helper.</li> </ul>
<p>Overall, how do you feel about the education you are receiving here?</p>	<p>0 = Very satisfied: I'm learning a lot          2 = Satisfied: I'm learning what I need to know          2 = I'm not sure          4 = Dissatisfied: I'm not learning enough          5 = Very dissatisfied: I am not learning anything</p>
<p>Is there anything else you would like us to know?</p>	<ul style="list-style-type: none"> <li>→ We need a good math teacher and English</li> <li>→ Sometimes its not all about the school but the students in It.</li> <li>→ Sum people should not teach us if they don't wanna be there and aint helping us.</li> <li>→ The new Vice Principal is horrible he don't like us</li> <li>→ BJ &amp; Kirby and Monica and help us with work we don't Understand</li> <li>→ Bring Ms. Monika back ASAP!!!! And let Curby put us in the field.</li> <li>→ We need Ms. Monika back here, asap.</li> <li>→ We want Ms. Monika back here, asap</li> <li>→ I like Mr. Free and Monika</li> <li>→ No, Nah</li> <li>→ I'm only happy, but Ms. Monika and Jhon kant be the</li> </ul>



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	only ones teaching and helping we need more teachers so they wont be overwhelm. My top three Jhon, Monika back here ASAP, and Kirby. Best three.
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<b>JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION 1370. EDUCATION PROGRAM (Title 15, Minimum Standards for Juvenile Facilities, Division 1, Ch.1, Subch.5)</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
<p><b>(a) School Programs:</b> The San Mateo County Board of Education provides for the administration and operation of this juvenile court school in conjunction with the Chief Probation Officer</p>	X	<input type="checkbox"/>	<input type="checkbox"/>	Hillcrest School is operated by SMCOE.
<p>The school and facility administrators must develop and implement written policy and procedures to ensure communication and coordination between educators and probation staff. <i>CAL.CODE REGS. Tit. 15 ss. 1370(a)(2024)</i>. Court school staff must be advised of administrative decisions made by probation staff that may affect the educational programming of students. <i>(Id.ss. 1370(c)(2)</i>.</p>	<input type="checkbox"/>	X	<input type="checkbox"/>	<p>Communication and coordination between school and facility administrators is very hands-on and in real-time. The Principal and Assistant Principal meet with the Superintendent of Institutions every Friday to review programming and discuss any issues. On Mondays, the Principal and Assistant Principal meet with Probation (Multi-Disciplinary Teams) ISMs and GS3s to review matters. Dr Jiménez also participates in these meetings. <b>To our knowledge, there are no written policies or procedures to guide this.</b></p>



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<p><b>(b) Required elements:</b></p> <p>The facility school program complies with the CA Education Code and San Mateo County Board of Education policies.</p>	X	<input type="checkbox"/>	<input type="checkbox"/>	<p>It is the responsibility of the County Superintendent of Schools to provide an annual evaluation of Hillcrest School's education program and certify that it meets <i>Title 15 Standards</i> and <i>California Education Code</i> requirements. The most recent such review and evaluation for Hillcrest School was completed by the Santa Cruz County Office of Education under the supervision of the OYCR on October 25, 2024, with updated comments dated October 25, 2025. No deficiencies or non-compliance issues were noted; the comments highlighted that student support and programming are continuously improving.</p>
<p>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.</p>	<input type="checkbox"/>	X	<input type="checkbox"/>	<p>A new 2-class structure has been introduced to benefit the individual learning needs and social/behavioral factors between students. Teachers continue to apply differentiated learning modalities in the classroom. Recognizing that 85% of detained youth have learning disabilities, a fluid structure is applied ('flucture'):</p> <ul style="list-style-type: none"> <li>● Use of Collaborative Classroom's SIPPS (Systematic Phonological Awareness, Phonics &amp; Sight Words) literacy intervention is being extended through partnership with OYCR</li> <li>● Two new academic curricula have been adopted and are now in use: Science (Stemscope) and Social Studies (TCI)</li> <li>● Classrooms have been 'freshened up' with new motivational/positive posters</li> </ul>



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				<p>(‘Welcome Hillcrest Students - We’re really happy to see you!’; “Whether it’s your first day or you’ve been here awhile, we’re here for you, and we can’t wait to learn and grow together’.) New furniture has been ordered.</p> <ul style="list-style-type: none"> <li>• Teacher/student agreements are posted in classrooms to set expectations: use appropriate language; attend class; complete assignments; make appropriate choices; we are respectful, responsible; we are safe.</li> </ul>
<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.</p>	<input type="checkbox"/>	X	<input type="checkbox"/>	<p>Beyond courses required for high-school graduation, students may engage in dual-enrollment classes through Project Change at the College of San Mateo. Currently 8 students are taking classes through Project Change: 6 minors/ 2 non-minors.</p> <p>Eligibility for dual enrollment or college courses is part of the IEP and transition planning; conversations are led by Probation staff and the Special Education team.</p> <p>Edgenuity is used for credit recovery. Short-term students may log into the Edgenuity platform of their home school to continue their coursework. This is very helpful progress in improving the transition back to home school experience.</p>
<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.</p>	X	<input type="checkbox"/>	<input type="checkbox"/>	



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Youth shall be informed of post-secondary education and vocational opportunities.	X	<input type="checkbox"/>	<input type="checkbox"/>	School counselor Dr. Lauren Sneed leads discussions in Advisory class and provides one-on-one consultations with students.
Administration of the High School Equivalency Tests as approved by the California Department of Education, shall be made available when possible.	X	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental instruction shall be afforded to youth who do not demonstrate sufficient progress towards grade level standards.	X	<input type="checkbox"/>	<input type="checkbox"/>	Two Teacher on Special Assignment positions were added last year to provide additional instruction and support.  We are not able to evaluate whether grade level standards were met, as this data was not provided to us.
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	<input type="checkbox"/>	<input type="checkbox"/>	Juvenile court schools require a minimum instructional day of 240 minutes – Hillcrest meets this requirement.  Codes, court, therapy and student-selected non-attendance interfere with the time afforded for the instructional day.  Teachers report that students are routinely pulled from class by probation staff and BHRS clinicians. Students’ academic attendance must be prioritized.
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	X	<input type="checkbox"/>	<input type="checkbox"/>	



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services as provided in a youth's Section 504 Plan or Individual Education Program (IEP).				
<b>SCHOOL DISCIPLINE</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</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	<input type="checkbox"/>	<input type="checkbox"/>	The positive relationships between students and faculty is a key strength of Hillcrest and is a significant accomplishment.  5-Star PBIS is effectively implemented through professional learning communities, and “plan, do, study, act” cycles. School climate is a typical challenge in court schools, furthermore, <u>positive SEL is suggested to be protective against learning loss.</u>
School staff shall be advised of administrative decisions made by probation staff that may affect the educational programming of students.	X	<input type="checkbox"/>	<input type="checkbox"/>	A standing agreement exists between the Probation and School Departments stating that, except in emergency situations (code), the decision to remove students from the classroom will be made by the Principal in consultation with the teacher(s).
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	<input type="checkbox"/>	<input type="checkbox"/>	There is no written policy in place, however there are a variety of procedures for communicating and addressing student absences, including structures to ensure needs are communicated across shift changes. SMCOE maintains ongoing communication with facility staff through weekly MDT meetings and daily morning meetings with school staff.



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<p>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</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>There were no suspensions during the past school year, and none so far in this school year as of the date of our evaluation.</p>
<p>Recommendations</p>	<ol style="list-style-type: none"> <li>1. Reduce classroom removals by ensuring the Probation Department consistently adheres to established agreements and protocols.</li> <li>2. Ensure adequate accommodations are in place to prevent students with identified behavioral challenges from being unnecessarily removed from the classroom.</li> </ol>			
<p><b>PROVISIONS FOR SPECIAL POPULATIONS</b></p>				
<p><b>REVIEWED</b></p>	<p><b>YES</b></p>	<p><b>NO</b></p>	<p><b>N/A</b></p>	<p><b>COMMENTS</b></p>
<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</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Many accommodations are available, including extra time for and shortened assignments, alternative settings for testing (separate room), calculators, use of computers for most things, graphic organizers and support with executive functioning. Fidget tools are provided, as well as access to music while working. It was noted that an assistive technology specialist would be</p>



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Plans and Individualized Education Programs.				<p>able to assist with tech-based interventions (speech to text).</p> <p>We remained concerned that for students with moderate to severe needs, it is not clear whether the school is equipped to provide their IEP accommodations as written.</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.	X	<input type="checkbox"/>	<input type="checkbox"/>	<p>Typically, approx. 30% of detained students are EL.</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 paraeducator to provide more individualized support for English Learners.</p> <p>English Learners are provided support through the Board-adopted English Language Arts curriculum which has an English Language Development component to it. Teachers are trained to develop English language skills through their methodology. In the past, the school had an EL specialist.</p> <p>The school has a bilingual family counselor, who has been on staff since October 2023.</p>
<b>EDUCATIONAL SCREENING AND ADMISSION</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Youth shall be interviewed after admittance and a record maintained that documents a youth's educational	X	<input type="checkbox"/>	<input type="checkbox"/>	



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history, including but not limited to:				
School progress/school history;	X	<input type="checkbox"/>	<input type="checkbox"/>	
Home Language Survey and the results of the State Test used for English language proficiency;	X	<input type="checkbox"/>	<input type="checkbox"/>	
Needs and services of special populations as defined by the State Education Code, including but not limited to, students with special needs;	X	<input type="checkbox"/>	<input type="checkbox"/>	
Discipline problems;	X	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	Students are immediately enrolled, but do not attend school for 2-3 days. Students are provided a paper-based work packet. New students take an Intake Course (15 day module) which provides an introduction to Hillcrest for 15 credits.
After admission to the facility, a preliminary education plan shall be developed for each youth within five school days.	X	<input type="checkbox"/>	<input type="checkbox"/>	We received and reviewed the document "Multi-tiered system of Supports - Individual Learning Plan and Student Progress Monitoring" (copy attached) , which combines a preliminary educational plan with follow up on differentiated learning objectives.
Upon enrollment, education staff shall comply with the State Education Code and request the youth's records from his/her prior school(s), including,	X	<input type="checkbox"/>	<input type="checkbox"/>	



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<p>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>				
<p>Parent-Student Handbook</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>We were informed that the handbook is currently being revised. The handbook has been under revision for more than five years.</p>
<b>EDUCATIONAL REPORTING</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
<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>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>We received and reviewed a copy of the "Hillcrest Education Transition Plan" document (attached). We were advised by the Academic Counselor that Mr. Jonas Barbour, Coordinator, Transition Services for Court &amp; Community Schools is providing support to youth in transition back to home schools, coordinating with Department of Rehabilitation (which provides specialized services including paying for college tuition, books, supplies and parking permits, career assessments and counseling, career education and training, assistive technology) and following up with parents.</p>



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<p>The County Superintendent of Schools shall provide appropriate credit (full or partial) for coursework completed while in juvenile court school in accordance with the State Education Code.</p>	X	<input type="checkbox"/>	<input type="checkbox"/>	
<b>TRANSITION AND RE-ENTRY PLANNING</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</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	<input type="checkbox"/>	<input type="checkbox"/>	<p>We received and reviewed a copy of the Hillcrest Education Transition Plan. Procedures are in place and facility administrators meet regularly with educators to ensure consistency and communication.</p> <p>A transition plan is completed for each student, ideally in collaboration with the receiving school/educational placement, and forwarded with the records as part of the established transition process.</p>
<p>School Enrollment - Post Release</p>	X	<input type="checkbox"/>	<input type="checkbox"/>	<p>In 2023, the Stanford Law Center (in partnership with the Private Defender Program) began to assist students with enrollment in school upon their release from juvenile hall. Hillcrest students and families have historically faced challenges and extensive delays when returning to their home schools.</p>



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<b>POST-SECONDARY EDUCATION</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
<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	<input type="checkbox"/>	<input type="checkbox"/>	<p>Post-secondary academic opportunities are available to all students. SOARR/SYTF students also have access to online programs offering certification in Personal Training (ISSA) and IT (Coursera) made available through their court ordered Individualized Rehabilitation Plans (IRP) that are funded by the Probation Department.</p> <p>Post-secondary classes are held with mainstream, non-detained students. As professors may not be aware of detained students' status, any absences due to facility operations are especially problematic for these students, in addition to missed coursework.</p> <p>Currently, two courses are offered for dual enrollment at Hillcrest, with in-person professors teaching: Keys to Success (Career Exploration - Career 105); Life &amp; Career Planning. More in-person classes anticipated in the future. Ethnic Studies will be offered in Spring.</p> <p>Youth are provided with Project Change polos to wear to these in-person college classes.</p>
<p>Classroom Teachers, Aides &amp; Support Staff</p>	<input type="checkbox"/>	X	<input type="checkbox"/>	<p>There are no teachers, aides, tutors, or support staff assigned to the program room on where the college students take their online classes. All zoom calls and BHRS sessions also take place in this same program room.</p>



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Special Education Support & Accommodations	<input type="checkbox"/>	X	<input type="checkbox"/>	<p>There are <b>no accommodations or supports in place</b> for the Pine 4 program room where college students take their online classes. <b>When staff is unavailable, students may not access their computers or laptops.</b></p>
Technology & Internet Access	X	<input type="checkbox"/>	<input type="checkbox"/>	<p>We were provided with a copy of the <i>YSC - Juvenile Hall Technology Use Protocol</i> (December 24, 2024), which sets out clear guidelines for use of technology within Juvenile Hall.</p> <ul style="list-style-type: none"> <li>● Every student has a signed contract; the Technology Use protocol is posted in the Pine 4 program room.</li> <li>● All laptops are issued by Probation.<sup>3</sup></li> <li>● There are two different passwords to access WIFI at school and on unit for monitoring purposes.</li> <li>● Hillcrest School and Juvenile Hall have separate IT departments but are aligned regarding policies and procedures.</li> </ul> <p>Students continue to lack consistent access to computers, laptops, and printers due to a variety of factors. Internet restrictions limit access to websites required for coursework. Students reported missing college orientations due to software limitations and noted that camera restrictions limit or prevent participation in online classes, academic meetings, and webinars. Taken together, these barriers limit students' access to instructional resources and impede timely completion of academic work.</p>

<sup>3</sup> Probation began issuing laptops in 2025. The Commission provided them prior to this change.



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<p>Post-Secondary Educational Space</p>	<p style="text-align: center;">X</p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p>SYTF and “long term” students who have graduated high school, attend online college courses in the program room on the Pine 4 housing unit.</p> <p>The students had been taking their classes in a designated room in the school building until May 2025.</p>
<p>Obstacles to Student Success</p>	<p>There is no designated staff person available to support college students in the program room - we were informed by a staff member that they are in desperate need of staff to provide supervision.</p> <p>The general program room is used by everyone on the unit - it is used for all Zoom calls, BHRS sessions, as well as students who are working on their GED (non-SYTF youth).</p> <p>No educational support or accommodations are in place for students with IEP’s and documented learning challenges.</p> <p>All 14 Pine 4 students must share computer access and use of the program room (5 students are over 18 yrs but not SYTF). Currently, access to computers is limited to 9:00 am-12:30 pm, occasionally this can be extended to 1:30pm.</p> <p>Hillcrest School dual-enrollment students have no access to the school department building or computers during non-school hours, weekends, holidays, winter, spring, and summer break.</p> <p>Internet security settings are too restrictive and block access to the websites students need to successfully participate in college classes and complete their coursework.</p> <p>Students have inconsistent access to desktop and personal laptop computers in the housing unit which leads to missed classes, delays in completing assignments, inadequate study time for exams, and even missed exams. We were informed that students have had to drop or withdraw from classes to protect their GPAs and maintain their financial aid and scholarship eligibility.</p>			



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	<p>In cases of computer related rule violations, students reported that probation staff have imposed punishments that include barring access to all technology, despite students' legal right to access their education and regardless of their individual involvement. In one instance, a staff member threatened to contact a student's college professor to disclose the student's incarceration as a punitive measure. Youth also reported going as long as ten days without access to educational programming.</p>			
<b>CAREER &amp; TECHNICAL EDUCATION</b>				
REVIEWED	YES	NO	N/A	COMMENTS
CTE Programs	X	<input type="checkbox"/>	<input type="checkbox"/>	CTE courses are conducted in the central dining area of the Juvenile Hall. Probation recently upgraded the electrical system and HVAC to support these courses. Paxton & Patterson Construction Modules (a \$70k CTE program) were used for a collaborative program attended by all youth: minors and non-minors/graduates and high school students. Dawn Fregosa (Collaborative Education Advisors) has been providing a CTE Master Class for 15 full school days providing close to 5 high school semester credits (sometimes 6 credits are earned with time used); students attain industry certification.
Credentialed Teachers	X	<input type="checkbox"/>	<input type="checkbox"/>	Janice Pellizzari is the credentialed CTE teacher, serving both Hillcrest and Gateway Schools.
Comments	<p>The Principal noted there is still a need to clarify the ongoing responsibility and accountability for CTE among Probation and SMCOE. The issue is funding for staffing and materials. There is evidence that this</p>			



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	can succeed, however Probation requires staffing and COE requires budget to continue.
Recommendations	<ol style="list-style-type: none"><li>1. Hire a credentialed CTE teacher</li><li>2. Identify further CTE programming</li></ol>

**SIGNATURES OF JUVENILE JUSTICE COMMISSIONERS PREPARING THIS REPORT:**

**Commissioner Karin Huber-Levy**

**Date: December 12, 2025**

**Commissioner Johanna Rasmussen**

**Date: December 12, 2025**

**Commissioner Shakeel Ali**

**Date: December 12, 2025**

**Commissioner Niklas Klemmer**

**Date: December 12, 2025**



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**Academic Plans for Students with High School Diploma or Equivalency Certificate**

Students who have completed high school or passed the High School equivalency class are pursuing further education on-site via online, mainstream community college classes.

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
- Online Tutoring
- Ordering of college snacks (quite the hit!)

**City College of San Francisco: The “Project ReBound” team regularly meets with program participants for:**

- Course selection
- Course management
- FAFSA
- Online Tutoring
- Laptop Computer
- End of Semester in-person team meetings

**College Students Transitioning From Juvenile Hall**

Students participating in the Phoenix Re-Entry program are eligible to attend college classes both in-person and online at the College of San Mateo.

**San Mateo County Juvenile Justice Commission**

Last year, the JJJPC secured funding to purchase laptop computers for seven college students. A goal for SMCJJC is to ensure every college student at the facility is equipped with the technology and tools needed to successfully complete educational goals.



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**SMCOE Court & Community School Staff**

Administration, Academic Counselor, SpEd Teacher, and TOSA

- Perform check-ins (social-emotional)
- 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
- Support Special Education teacher in helping students with IEPs sign up for services offered through the Department of Rehabilitation.
- Act as liaison between the Community Colleges, School Counselor, and the Probation Department.
- 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
- Attend monthly IRP meetings for Secure Track students
- Coordinate with college counselors on enrollment, financial aid, school supplies, etc.

**Probation Staff**

- Supervise college students in the “Computer Lab” of Pine 4 Unit
- Ensure the safety of graduates, students, and staff
- Escort students to and from the School Department



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**Requested Documents For 2025 Educational Inspection**

1. A sample **preliminary educational plan** (Title 15 § 1370(e))
2. A sample **educational transition plan for a non-IEP** youth (Title 15 § 1370(g))
3. A copy of the **student exit survey** (mentioned in WASC documents):
4. A description of positive behavioral management used if it exists in written form (Title 15 § 1370(c)):
5. **Parent Handbook** in English and Spanish – this has been ‘in progress’ for past few years
6. Parent **Annual Notification** booklet in English and Spanish
7. A copy of the written policies or agreements with teachers and the facility administrator for student absences and time out of class, both excused and unexcused. [Title 15 § 1370(c) (4)].  
Last year we received this answer: *We have a variety of procedures in place for communicating and addressing student absences, including structures to ensure that those needs are communicated across shift changes. In reading 1370(c)(4) it does not state the requirement for the policies and procedures to be written. We are continually in communication with the facility staff regarding student absences, have a weekly standing MDT meeting, and daily standing morning meeting with our school staff.*
8. Identified learning outcomes or objectives differentiated for all students and for students who have been at the facility for more than 30 days
9. LCFF budget overview for parents
10. Any Uniform Complaint Procedure, Williams Act, or ESEA complaints since the last inspection – number of complaints and general description of issue and resolution
11. Most recent WASC (we reviewed February 22-24, 2016 Report last year)



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**Reference Documents: Education Rights**

1. Youth Law Center: Education Rights & Responsibilities Toolkit for Juvenile Justice System-Involved Youth:  
<https://www.ylc.org/wp-content/uploads/2019/11/Ed-Rights-Toolkit-rev-2024.pdf>
2. Youth Law Center: Technology Rights and Resources for Systems-Impacted Youth in California Fact Sheet:  
[https://www.ylc.org/wp-content/uploads/2025/06/Fact-Sheet\\_-\\_Technology-Rights-and-Resources-for-Systems-Impacted-Youth-in-California-Draft\\_5.7.25.docx.pdf](https://www.ylc.org/wp-content/uploads/2025/06/Fact-Sheet_-_Technology-Rights-and-Resources-for-Systems-Impacted-Youth-in-California-Draft_5.7.25.docx.pdf)
3. Building Higher Education Pathways for Youth in Secure Treatment Facilities in California - A Call to Action (2024):  
[https://oycr.ca.gov/wp-content/uploads/sites/346/2024/02/BuildingHigerEdu\\_Final.pdf](https://oycr.ca.gov/wp-content/uploads/sites/346/2024/02/BuildingHigerEdu_Final.pdf)