



Juvenile Justice and Delinquency Prevention Commission

October 29, 2019

5:15pm – 7:15pm

455 County Center – Room 405

Redwood City, CA 94063

AGENDA

Public comment will be accommodated under Item II for items not on the agenda. The Commission requests that members of the public, who wish to comment on items on the agenda, submit a request to the Chair prior to the start of the meeting so that they may be recognized at the appropriate time.

Hon. Susan Etezadi
Presiding Juvenile
Court Judge, Superior
Court

Judith Holiber
Deputy County
Counsel

Commissioners

Michele Gustafson
Chair

Rebecca Flores
Co-Vice Chair

Sonoo Thadaney
Co-Vice Chair

Paul Bocanegra

Antoinette Barrack

Valerie Gibbs

Susan Swope

Debora Telleria

Melissa Wilson

Douglas Winter

I. Administrative Business (5:15-5:20)

- a. Call to Order
- b. Roll Call and Establish Quorum
- c. Introductions
- d. Agenda Review
- e. Approval of Minutes of September 24, 2019
- f. Membership update: Clara MacAvoy resignation; open positions (4 total - 2 youth slots)
- g. Elections reminder: Elections will be held at the November meeting
- h. Reminder regarding November meeting: Rescheduled date is **Tuesday, December 10, 2019**

II. Oral Communications (5:20-5:25)

This item provides an opportunity for public comment on items not on the agenda (Time limit – two (2) minutes per person). There will be opportunity for public comment on agenda items as they are considered.

III. Swearing in of New Commissioner Monroe Labouisse (5:25-5:30)

IV. Update and Discussion: AB 1763 (Baum, Rayes) (5:30-5:45)

V. 2019 Inspections (5:45-6:10)

- a. Status, Remarks, Questions, Concerns
- b. San Bruno Police Department Report
- c. Education Team Reports (Kemp, Canyon Oaks, YSC)

VI. Update on Probation (6:10-6:30)

- a. Meeting with Chief Keene
- b. Follow up actions and discussion on collaborative relationship
- c. Stats and responses to written questions
- d. Probation liaison report (Barrack)

VII. Court Remarks and Discussion (Judge Etezadi, Judge Jakubowski) (6:30-6:35)

- e. Judges' Remarks
- f. Court liaison report (Telleria)

- VIII. Private Defender Program Remarks and Discussion (Rayes) (6:35-6:40)**
- IX. District Attorney Remarks and Discussion (Baum) (6:40-6:45)**
- X. County Office of Education Remarks and Discussion (Littrell) (6:45-6:55)**
- XI. Youth Commission Update (Nori) (6:55-7:00)**
 - a. Letter in support of JJDC Letter Regarding Juvenile Hall Alternatives
- XII. Discussion: Proposal for Strategic Planning (7:00-7:10)**
- XIII. Report Outs (7:10-time permitting)**
 - a. June 14, 2019 Letter to Board (Thadaney)
 - b. Status of Communication to FLY regarding policy (Gustafson)
 - c. Youth Court (Winter)
 - d. Parent Guide (Wilson, Swope)
- XIV. Commissioner Comments/Announcements (time permitting)**

Next Meeting: Tuesday, December 10, 2019 5:15 – 7:15 p.m.
Location: 455 County Center, 4th Floor, Room 405, Redwood City

MEETINGS ARE ACCESSIBLE TO PEOPLE WITH DISABILITIES. INDIVIDUALS WHO NEED SPECIAL ASSISTANCE OR A DISABILITY-RELATED MODIFICATION OR ACCOMMODATION (INCLUDING AUXILIARY AIDS OR SERVICES) TO PARTICIPATE IN THIS MEETING, OR WHO HAVE A DISABILITY AND WISH TO REQUEST AN ALTERNATIVE FORMAT FOR THE AGENDA, MEETING NOTICE, AGENDA PACKET OR OTHER WRITINGS THAT MAY BE DISTRIBUTED AT THE MEETING, SHOULD CONTACT SECRETARY JANNET BONILLA (650) 312-8878 AT LEAST 72 HOURS BEFORE THE MEETING AS NOTIFICATION IN ADVANCE OF THE MEETING WILL ENABLE THE COUNTY TO MAKE REASONABLE ARRANGEMENTS TO ENSURE ACCESSIBILITY TO THIS MEETING AND THE MATERIALS RELATED TO IT. ATTENDEES TO THIS MEETING ARE REMINDED THAT OTHER ATTENDEES MAY BE SENSITIVE TO VARIOUS CHEMICAL BASED PRODUCTS.

If you wish to speak to the Committee, please fill out a speaker's slip. If you have anything that you wish distributed to the Committee and included in the official record, please hand it to the Commission Secretary who will distribute the information to the committee members.

Minutes of the Juvenile Justice & Delinquency Prevention Commission
September 24, 2019
5:15-7:15 pm
455 County Center, 4th Floor, Room 405, Redwood City

MINUTES

Commissioners Present: Chair: Michele Gustafson, Co-Vice Chair Sonoo Thadaney; Co-Vice Chair Rebecca Flores; Susan Swope; Melissa Wilson; Debora Telleria; Paul Bocanegra; Toni Barrack; Valerie Gibbs; Daniel Casillas; Douglas Winter; Clara MacAvoy

Commissioners Absent: None

Probation Staff Present: Administrative Secretary Jannet Bonilla

Additional Attendees:

Aurora Pena – Behavioral Health & Recovery Services	Judge Susan Etezadi – Juvenile Court
Ally Hoppis – Behavioral Health & Recovery Services	Sathvik Nori – Youth Commissioner Liaison
Kate Hiester – Fresh Lifelines for Youth	Bill Silverfarb – Board of Supervisors
Ron Rayes – Private Defender Program	

I. Administrative Business:

- a. Call to Order: Chair Gustafson called meeting to order at 5:15 p.m.
- b. Roll Call and Establish Quorum: A quorum was established at 5:15 pm.
- c. Introductions
- d. Agenda Review: Agenda amended to remove item IV as BHRS was not in attendance. **Approved** as amended.
- e. Approval of Minutes of August 27, 2019: **Approved** as amended.
- f. Membership: need interviewers for new prospective commissioner.
Update: the prospective commissioner withdrew her application as she is employed with The Art of Yoga in Juvenile Hall.
- g. Business cards:
Commissioners in need of business cards should contact Administrative Secretary Jannet Bonilla with their name, phone number, and email.

II. Oral Communications

None

III. Probation

- a. Chair Gustafson read an email she received from Chief Keene explaining why Probation Staff would not be present at the JJDPC meeting on September 24, 2019. Chief Keene stated there is a source of concern to the Probation Staff attending the meetings and explained he would provide more details when meeting with Chair Gustafson on October 2.

Bill Silverfarb with the Board of Supervisors asked if it was clear whether Probation would not be attending future meetings or just the meeting on September 24. Chair Gustafson stated she was not informed about future attendance and asked the commissioners if there were specific items they wanted her to bring up when meeting with Chief Keene. Co-Vice Chair Thadaney suggested a mediation or a restorative justice circle between the JJDPC Commissioners and Probation Staff in order to build a collaborative relationship. Commissioner Bocanegra asked whether it is mandatory for Probation to attend JJDPC meetings -- the conclusion was that Probation attendance is not mandatory. If Chief Keene does not have his staff attend future meetings, JJDPC commissioners would like to continue to receive stats including population numbers and major incidents in juvenile hall. Commissioners will follow up and do their best to seek resolution by November 2019.

- b. Administrative Secretary Jannet Bonilla reported the juvenile hall population as of 6 a.m. September 24 was 56 (48 males and 8 females) and Camp Kemp's population as of September 24 was 5 females. In addition, there are 10 females in the Girls Empowerment Program, Phase II, and Phase III.

IV. 2019 Inspections

- a. Status: The San Bruno Police Department inspection was complete pending reviews and sign off from the Police Department. The School Department inspection had also been completed pending the response from the School Department. These will be presented at the October meeting.
- b. Camp Kemp Report: The Camp Kemp inspection team was impressed with the interactions between the staff and youth at Camp Kemp as well as the overall positive environment of the Camp. The inspection team found several grievances had been written regarding the lack of medical attention although the staff felt that medical attention was being met and nurses visit Camp Kemp on a weekly basis. The JJDPC Commission would be interested in reaching out to the YSC medical department in order to receive clarification and suggest improvements around the grievances filed by youth. Commissioner MacAvoy suggested the statement around gender preference accommodations on the report should state that it was confirmed by staff.

M:/Barrack: Accept the Camp Kemp Facility Inspection with modification as submitted by Commissioners Barrack, Winter, and Co Vice Chair Flores. **Approved** unanimously.

V. Court Remarks and Discussion

Judge Etezadi stated she had met with the medical team at the YSC and brought up the JJDPC suggestion of having an x-ray machine at the YSC, the pediatrician felt it is best to continue taking youth to the hospital for a better assessment. Chair Gustafson asked Judge Etezadi if they also discussed a medical transition plan for youth being released. Judge Etezadi said it was not discussed at their meeting; Ally Hoppis with BHRS stated youth are being referred to court service centers for evaluation of medical care. Commissioner Casillas mentioned that youth are given a month supply of medication upon release.

VI. Private Defender Program Remarks and Discussion

Private Defender Ron Rayes stated he was looking forward to meeting with Probation on October 2nd to learn about the next stages of the Phoenix program.

Chair Gustafson brought up the marijuana conviction expungement legislation and stated she would be adding this topic to the October JJDPC agenda for the District Attorney to speak on. Mr. Rayes and Judge Etezadi stated clients usually have their record sealed and marijuana convictions should not be coming up in background checks once the record is sealed.

VII. Youth Commission Update

Youth Commissioner Liaison, Sathvik Nori presented the letter regarding juvenile hall alternatives at the Youth Commission meeting but it was not on their agenda so it would be discussed at their September 26 meeting. Mr. Silverfarb asked if he could be informed whether the letter is approved by the Youth Commission at the September 26 meeting.

Sathvik asked if there was a way to pre-register youth in juvenile hall to vote. Chair Gustafson said the Youth Commission could come up with a presentation on the importance of voting as well as write a letter to the County Office of Education asking if the topic of voting could be mentioned in the classroom and provide the voting registration form. Co-chair Thadaney also suggested that FLY could present voting materials to the youth.

VIII. Report Outs

- a. Co-vice Chair Thadaney stated a formal response from the Board of Supervisors regarding the Juvenile Hall Alternative letter has not been received. Mr. Silverfarb stated the Board of Supervisors is aware of the letter and they have not decided whether they would like to form a subcommittee. At the moment, there is no further action on this matter because Probation and the some members of the Board of Supervisors have perceived the letter to request closure of Juvenile Hall; Co-Vice Chair Thadaney stated that it is not the intention of the Commission to propose shutting down Juvenile Hall and will draft a clarification letter to reaffirm that the purpose and focus is the letter was intended to be delinquency prevention and addressing racial inequality as opposed to closing juvenile hall.
- b. Chair Gustafson said she has a meeting scheduled with FLY regarding their policy of removing JJDPC commissioners from volunteering in Juvenile Hall. She will provide an update at the next JJDPC meeting.
- c. Commissioner Winter stated the YMCA will be assisting with a presentation around youth court and a final date is expected around November.
- d. Commissioner Wilson said they have received suggestions for revisions on the Parent Guide and she has incorporated those changes. She is waiting on feedback from a few

more Probation staff and the Judges. Judge Etezadi stated once there is a final draft she would like it sent to the courts and they will provide feedback.

- e. Commissioner Telleria listened in on the JJC training and stated the PowerPoint they presented was useful and she would send it to Chair Gustafson to distribute.

Commissioner Swope provided an update on the last BSCC Conference Call regarding a guide to inspecting juvenile hall. BSCC stated they have sent out a draft handbook that still requires more editing and will be sent it out in the next few weeks. BSCC also said if an STRTP has delinquency youth in residence the JJDPC can inspect it. It was also announced that the 2020 BSCC training will be in Newport Beach.

IX. Discussion: Planning for Next Year

- a. Elections for JJDPC commissioner are in November; commissioner Gibbs volunteered to help with nominations/elections. It was announced that commissioner Casillas will be resigning his role of commissioner.
- b. Commissioner-elect Monroe Labouisse has suggested a 2020 project of strategic planning, which he will present at the next meeting at which he is in attendance.

X. Commissioner Comments/Announcements

- a. Commissioner Swope stated she attended the Restorative Justice and Reentry Conference and found the reentry guide from San Francisco very useful. She presented the reentry guide at the meeting.
- b. Commissioner Barack said she has been attending AOD coalition meetings and they have provided material they are willing to put out in the juvenile hall lobby for parents and youth.
- c. Chair Gustafson announced new legislation in 2019 including the following:

AB1505: Charter School legislation, AB1507: Maternal Health Bias legislation, SB 330: Local control over housing to close exemptions used to block housing projects, SB 329: prevents landlords from discriminating on race and source of income section 8, SB 230: requires training programs on the new use of force standard, AB 392: the use of deadly force only in defense in human life, and AB 32: ends the use of private for profit prisons and immigration detention centers.

Meeting adjourned 7:14 p.m.

Proposal for JJDPCC Strategic Planning Process

October 23, 2019

Overview: So that the San Mateo JJDPCC can develop a three year plan for the years 2020 - 2022, the proposal is to form a subcommittee which will spend the next three months conducting strategic planning. A three year plan will be presented for approval at the January meeting of the JJDPCC.

What is 'strategic planning'? "Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy."¹ To elaborate, strategic planning is a collaborative process of taking internal and external inputs to assess what opportunities and challenges an organization faces, what goals therefore it wants to set, and what activities it should take in order to achieve those goals. At the end of strategic planning, ideally, the organization's stakeholders are all invested in the direction for the organization and are clear on what they each need to do to achieve the goals.

What specific activities and deliverables?

- Form a subcommittee small enough - for speed and agility - to be able to meet privately, but large enough to be inclusive. Decide on meeting cadence and meet regularly.
- Gather internal and external inputs for analysis
 - Interview Commissioners and partners (e.g. Education, Probation, Court, DA, Defenders) for their thoughts and opinions on strategy and direction
 - Review and confirm mission and values statements
 - Summarize conclusions and recommendations from 2019 inspections, and from 2018 annual report
 - Summarize current projects and activities of Commission
 - Gather third-party data and reviews of national, state and county trends and activities in juvenile justice
- Based on all of the above, document a complete set of opportunities and challenges for the JJDPCC
- Prioritize that set of opportunities and challenges
- Update Commissioners between meetings, and provide formal update and request approvals where needed at December 10 meeting
- Develop a set of realistic annual goals, and metrics to measure the goals, which if achieved would fulfill the key opportunities and/or overcome the key challenges
- Develop set of activities to achieve those goals, getting agreement from partners where they are involved in activities
- Present for approval at January meeting: goals, metrics, activities, resources needed to conduct activities

¹ https://en.wikipedia.org/wiki/Strategic_planning

Juvenile Justice and Delinquency Prevention Commission San Mateo County, California

Adult Facility Inspection Report

Please respond to sections that apply to the facility you are inspecting.
Type or print clearly.

Facility Name: San Bruno Police Department

Address: 1177 Huntington Avenue, San Bruno, CA 94066

Contact Person: Lieutenant Johansen

Phone Number: (650) 616-7100

Date of Inspection: July 17, 2019

Date of Last Inspection: July 20, 2017

Commission Inspection Team: Douglas Winter, Monroe Labouisse

Presiding Juvenile Court Judge: Judge Susan Etezadi

Observations, Concerns, and Recommendations

Detention Log of Minors Reviewed? Yes No

Are detention logs periodically forwarded to the California Division of Juvenile Justice? Yes No

How frequently? Monthly

Are logs current, complete and legible? Yes No Comments: _____

Do logs reflect entry and exit times? Yes No Comments: _____

Are reasons for secured detention noted? Yes No Comments: _____

Is the offense noted? Yes No Comments: By code

Fire Inspection Report Reviewed? Yes No Date: October 18, 2018

Any recommendations/concerns from last inspection? Have these been implemented?:

No recommendations/concerns.

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Adult Facility Inspection Report**

Health Department Report Reviewed? Yes No Date: October 15, 2018

Any recommendations/concerns from last inspection? Have these been implemented?:

No recommendations/concerns.

General Information

Number of minors held in detention during inspective review period:

Secured 3 (all in 2018) Non-Secured 80 (July 18, 2018 – July 17, 2019)

Are minors given an orientation prior to being detained? (Section 1540): Yes No

Describe: While there is no formal structured orientation procedure, youth are told why they are being held, that their guardians are being contacted and informed of the situation, that they are waiting on transport or pick up, and, asked if they have any concerns, medical or otherwise.

Comments: 25 youth were held in non-secure detention from July 18 to Dec. 31, 2018. All for under 4 hours. 55 youth were held in non-secure detention from Jan. 1 – July 17, 2019. All for under 5 hours (most for between 1-2 hours). Officer stated the number of youth can fluctuate and there was no clear reason for the discrepancy in number of youth held the second half of 2018 and start of 2019.

How are minors in custody supervised?

In a Locked Cell (Section 1547)? Do not place youth in locked cells.

In Secure Custody outside of a cell (Section 1548)? Very rarely placed in secure custody. Only if extreme safety or flight risk. Officers will place the youth in an interview room that has a half door. They lock the bottom and leave the top open. There is constant physical observation.

In Non-Secure Custody (Section 1550)? There is constant physical observation. The youth may sit in a room across from where the officer is writing the report. If there were multiple youth or the officer needed to attend to another matter, they would have another officer observe.

How often are minors in custody observed? (Section 1548):

In a Locked Cell? N/A

In Secure Custody outside of a cell? Constant

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In Non-Secure Custody? Constant

How are minors in custody observed (video, audio device, personal observation, Section 1547)?:
Personal observation. There is audio and visual recording, but it is redundant as officers are always observing.

Is the observation logged?: Yes No Comments: Observation is constant.

Is there constant auditory access to staff at all times?: Yes No Comments: _____

Is there any contact with adult inmates?: Yes No Comments: _____

Are males and females kept in the same room/area? Yes No Comments: _____

Are drinks (water) and snacks available, if requested?: Yes No Comments: Officers will let youth select snacks from the vending machine.

Is there access to toilets and washing facilities: Yes No Comments: Basic bathroom facilities. No showers. Youth are not held long enough.

Are there provisions available for clothing, blankets, etc.?: Yes No Comments: _____

List the names, dates, intake and release times, and circumstances for all minors held for **longer than six hours**. (Attach any additional documents if necessary. **Names will be redacted prior to publication.**): _____

N/A

Secured Detention

Was the secured detention area observed? Yes No

Is the secured detention area a locked room? Yes No

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Is a cuffing rail used for secured detention? Yes No

Comments: Secured detention area is a half door that allows officers constant observation of youth.

Are minors in secured detention informed of the following?:

The purpose/reason for being placed in secured detention: Yes No

The length of time the secure detention is expected to last: Yes No

Informed of the six-hour limit of being held in secured detention: Yes No

For what purpose/reasons would a minor be placed in secure detention?: Extreme risk of safety or flight.

How often is secured detention reviewed and by whom? Secured detention requires preapproval by the watch commander and is reviewed after the youth has been released.

Have any minors been held in secured detention for more than six hours?: Yes No

What is the proximity of the secured detention area to adult inmates? Other side of the building

Describe the procedure for intoxicated or substance abusing minors: If youth can care for his/her self, they sober up at the station before being transported to Hillcrest. If a youth is unable to care for his/her self, an appropriate medical unit will be contacted.

How frequently are intoxicated/impaired minors observed? Constant

Is this observation documented in the logs? Yes No

If cuffing rail is used: N/A

Was cuffing rail observed and procedure explained? Yes No

How are youth secured? _____

Who approves the use of a cuffing rail? (e.g. Watch Commander): _____

How is the minor supervised? How frequently?: _____

What time limit is used when using cuffing rails? (30 min. limit): _____

Does the detention log note the use of cuffing rails?: Yes No

Comments

General comments or concerns that should be noted that haven't already been addressed?: The goal of the station is to have the youth transported to the appropriate facility or picked up by a guardian as

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soon as possible. Officers previously completed paperwork once they arrived at YSC with the youth. Hillcrest now requires paperwork to be done before transport. This means youth sometimes spend slightly longer at the station.

Signature of Commissioner(s) preparing this report:

Douglas J Winter _____ Date: _____

Monroe Labouisse _____ Date: _____

Juvenile Justice and Delinquency Prevention Commission San Mateo County, California

Camp Kemp School Inspection Report 2019

School Inspection

Date of this Inspection: May 20, 2019 _____

Date of Last Inspection: May 22, 2018 _____

Facility Name: Camp Kemp _____

Contact Person: Sibane Parcels, Principal _____

Address:

Phone Number: (650) 312-5323 _____

400 Paul Scannell Drive, San Mateo 94402

Executive Summary: Overall Impressions, areas of commendation and areas for improvement

Summary:

Camp Kemp's school serves female youth. Some are in relatively long detention at the facility. Some are part of the Girls Empowerment Program (GEP) and not in detention. Camp Kemp has excellent teacher-student relationships and provides a challenging curriculum while meeting students at their current skill level.

This year's inspection focused on Title 15 compliance given its recent adoption January 1, 2019. The requirements only apply to the youth in detention, not to the GEP students.

Commendations:

Camp Kemp has **great teachers** who create a **positive, trauma and culturally sensitive learning environment**. Teacher student relationships are positive. The **teaching quality** is high, providing the students a **challenging curriculum** while **scaffolding** developing skills.

Technology is used in the classroom and includes **online access**, which lets students research, learn to analyze information, and produce documents in-class.

SMCOE is directing money in the upcoming year towards English language learners. The **English Language Learner** paraprofessional will be in the classroom every day for a half-day next year. This year the paraprofessional was in the classroom 1 day/week.

Areas for Improvement:

As at Hillcrest, the school and institutions need to provide **vocational learning** opportunities.

We suggest the school and institutions clarify Title 15 requirements for **re-entry planning** so as to best prepare a youth's transition to their home-school.

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Camp Kemp School Inspection Report 2019**

While GEP students are not required to be served under Title 15 and are not under the mandate of the JJDC, we strongly urge the school to **provide GEP students with the content of the 3-day Orientation at Hillcrest.** This as an issue of equity and part of a comprehensive education.

Preplanning for 2020 Inspection:

Provide a spreadsheet of Measures of Academic Progress (MAP) test results for students who are at the YSC for a total of 3 or more months to assess grade level improvements and the sufficiency of required supplementary education per Title 15.

§ 1370. Education Program.

Number of Full-Time Instructors: 2_____

Frequency of Substitute Teachers: Rare

Number of Full-Time Instructional Aides: 0
*Next year, the school will increase the aide staffing from .2 (which is equivalent to 1 day/week to .5 (which is equivalent to ½ day, everyday)

Number of Youth Attending School: 12
attended school for the week of July 7, 2019__

Average Classroom Size: 7_____

Max Classroom Size: 15_____

Number of Tutors (Paid? Volunteer?): 0_____

Number of Youth on Independent Study: 0_____

Reason:_____

Number of Youth Not Attending School: 0_____

Reason:_____

Describe the general atmosphere of the classrooms: _____

The walls of the English classroom teach content and an attitude of cultural empowerment.

Adequate supplies, books, paper, computer? Acceptable Unacceptable:

The classrooms are well-stocked and all students have laptops which are often used during class.

Are youth given access to computers/internet? Yes No

Provide details (when, purpose, supervision): Students use Chromebooks in class in all subjects. They use them to do web research, write, create powerpoints, etc. The use is supervised by probation staff who monitor their activity via a computer portal at the back of the room.

Describe the relationship between school staff and juvenile hall staff: Camp Kemp is nurturing environment where school and juvenile hall staff work together to serve youth needs.

Describe the relationship between school staff and students: The relationship is warm and supportive.

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Camp Kemp School Inspection Report 2019**

Describe access to school for youth confined to their rooms: At Kemp, students are not confined on the unit. If that were to happen for a given student, the school would provide the student with a daily assignment.

When is school held on the unit instead of in the classroom? Never

Title 15 Updates

Are youth immediately enrolled in school upon admittance to Camp Kemp? Yes No

Explain enrollment, orientation and starting classes: Previous to the Camp Kemp school, all detained youth at Camp Kemp youth begin at Hillcrest where they receive the 3-day orientation that all Hillcrest students receive. Just before starting classes at Camp Kemp, all youth and their parents have a one-on-one meeting which serves as their orientation to the Camp Kemp school.

While outside of the scope of the JJDP's inspection responsibilities, we note that the girls in the Girls Empowerment Program, who are not detained but attend Camp Kemp, do not have this 3-day orientation. This orientation provides valuable information for students.

Immediately upon enrollment, does the school have 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. Yes No

Because Camp Kemp youth have been in detention at juvenile hall, all records are present at enrollment in Camp Kemp.

Is an educational plan developed within five school days? Yes No

This is done during the 3-day orientation at the Hillcrest campus.

Is the educational plan discussed with youth and modified as needed after discussion? Yes No

Describe how Hillcrest educational records and prior records are forwarded to the next school? _____

The receiving school requests the student's records and programs students. If a student has an IEP, the school requests a transitional IEP meeting with the student's receiving school to do a hand-off.

Is there a developed re-entry plan for youth's educational transition? Yes No

SMCOE does re-entry planning. Parents/guardians and youth meet in-person with the district's Attendance and Welfare Office to re-enroll and program students classes at their receiving school. There is also a 90-day check that the student is still enrolled and attending school.

The probation officer provides targeted support to help a family overcome obstacles to re-enrollment and to ensure the student is in compliance with the education requirements of their contract. However, Probation has not yet defined a pro-active protocol for all students.

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We would like re-entry planning to include connecting the student with a staff member at the receiving school to minimize drop-out risk so that the student meets the guidance counselor, finds extracurriculars, knows about on-campus tutoring, etc.

Do teachers use culturally responsive/trauma-informed approaches during instruction? Yes No

Explain: Teachers are trained in this area.

Is the learning environment physically, emotionally, and intellectually safe? Yes No

Explain: The classrooms are friendly, with some posters that are culturally congruent and relevant to the youth. Teachers and students are respectful of each other. Teachers validate what students do know and build from their knowledge base. Students feel comfortable asking teachers questions or getting additional help.

Are the youth prepared for high school graduation, career entry, and post-secondary education? Yes No

Describe: Camp Kemp requires the same standards for graduation as all California high schools. Students may also do credit recovery independently.

Yes No

Describe: Career-entry education is addressed during the 3-day orientation during which the use ca.careerzone.org and do a career-interests inventory. However, this is limited and neither the school nor the JJDPC believe it is sufficient for Title 15 compliance.

Is positive behavior management used to reduce the need for disciplinary actions? Yes No

Explain: Students are trained to self-regulate, including taking a time-out while in class. This is typically effective. The next level would be to talk to a probation staff member present in the classroom.

Are the High School Equivalency Tests available to youth? Yes No

Are youth who do not demonstrate sufficient progress towards grade-level standards given supplemental instruction? Yes No

Explain: The Title 15 clause states "Supplemental instruction shall be afforded to youth who do not demonstrate sufficient progress towards grade level standards." We are not able to interpret the words "supplemental instruction" and BSCC was not able to provide guidance. As lay-people, we define "supplemental" as instruction that is additional to normal class-time. The school's approach is to have ELL and ILP aides available to all students and to have teachers use teaching techniques that makes information available to all students regardless of skill-level. This approach is based in the reality that (almost) all students are below grade level.

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Because the intent of this clause is to progress students towards grade-level standards, we suggest using MAP results to track students over time. This will allow all to evaluate whether the current approach is effective.

Are all youth treated equally, and are they free from discriminatory actions? Yes No

Does staff refer to transgender/intersex youth by their preferred name and gender? Yes No

Is education available to youth regardless of classification, housing, or security/disciplinary/separation status, including room confinement? Yes No

Are youth informed of post-secondary education and vocational opportunities? Yes No

Explain: Camp Kemp students (other than participants in the Girls Empowerment Program) go through the 3-day orientation at Hillcrest which provides this content.

Is there collaboration with post-secondary education providers to facilitate access to educational and vocational opportunities for youth using technology? Yes No

Explain: No post-secondary educational opportunities include technology.

Does this include access to technology for educational purposes on unit? Yes No

Explain: Students use chromebooks on-unit to complete homework and credit recovery.

English Learners

How are limited English-speaking students identified and served? How soon are these services provided once the student has been identified as non-English proficient?

Limited English proficient students are identified through interaction with counseling staff during the 3-day orientation and through MAP testing. They are served immediately. However the extent to which they are served has been limited by allotted hours for the ELL teacher. These hours will significantly increase next year.

Post High School/GED

Are there educational opportunities for youth who have completed high school/GED? Yes No

Describe: Educational opportunities are offered through Project Change which is an elective program for college credit. Project Change offered three courses this year: Keys to Success was offered twice this year as an 8-week course for 1 hour each time the class met; Creative Writing was offered once this year as an 8-week course and was held twice a week for 3 hours each time the class met; Psychology was offered twice this year as an 8-week course and was held twice a week for 3 hours each time the class met. Approximately 15-20 students from Hillcrest and Camp Kemp (combined) participated in each. These classes are held during the school day.

Are youth given info/counseling on community college and four-year college options? Yes No

**San Mateo County Juvenile Justice and Delinquency Prevention Commission
Camp Kemp School Inspection Report 2019**

Describe: _____

This is covered in the 3-day orientation at Hillcrest.

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

Describe: _____

This is covered in the 3-day orientation at Hillcrest.

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

Describe: As at Hillcrest, students are not prepared for college placement exams.

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

Describe: There is no use of technology in currently-offered college classes. However, many community colleges and trade-schools offer courses online such that the school and institutions could benefit from this opportunity.

Special Education/IEP Programs

Describe how students with possible need for special education (those without previous testing, IEP or 504 plans) are identified? Yes No

Students are identified for possible testing through multiple methods: teacher referral, a court order by the judge, or a suggestion by the youth's probation officer.

The Youth and Education Law Project (YELP) suggests evaluating previous school failure, MAP testing results, and talking with parents also be used to identify students.

Are all of these students tested? Yes No

Describe any obstacles to testing: None

How many youth in the facility have an Individualized Education Program (IEP)? 4 or 5 out of 12 total

How many students in the facility have 504 plans? None

Do special ed teachers participate in lesson planning/curriculum development in mainstream classes? Yes No

General and special education teachers constantly communicate about student needs. Special Education teachers go into the classroom at Camp Kemp. All teachers including Special Education teachers receive training and professional development together.

Are regular IEP meetings held? Yes No

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Describe: For students with an IEP, the first meeting occurs within the first 30 days. The school also conducts annual and triennial testing, per Ed Code.

The school complies with IEP standards.

Are parents notified of these meetings? X Yes No

Are parents permitted to attend these meetings? X Yes No

Describe the most common obstacle to IEP compliance: The main IEP obstacle is students arriving with out-of-date testing with an imminent due date.

Signature of Commissioner(s) preparing school report

_____	Date: _____
_____	Date: _____
_____	Date: _____
_____	Date: _____

**San Mateo County Juvenile Justice and Delinquency Prevention Commission
Camp Kemp School Inspection Report 2019**

SCHOOL INTERVIEW RESOURCES

Doug Winter interviewed 3 youth:

Both girls housed at Camp Kemp and girls in the Girls Empowerment Program were interviewed.

Overall, the girls seemed positive about their education needs being met. The students indicated that the teachers were engaging and felt the teachers cared about their schooling. The girls seemed to feel the teachers at Camp Kemp were more accommodating than at Hillcrest. They felt the environment was more relaxed. One student felt class could be kept too quiet and that she found class could be “high strung” and “anxiety provoking”. The student felt if she were allowed to listen to music then she would be more comfortable.

A girl from the day program felt she was missing out on “the real high school experience”. The student felt the program was too long and wanted to know if she could be released. When asked if she had spoken to her attorney, she stated she knew she had one, but didn’t know how she can contact her. A commissioner found out and told her her assigned attorney. The student added that she did not believe the program would appropriately prepare her for college.

Generally, the girls like the use of the computers. Computers are used on a daily basis. Some students would like to use more of the packets - specifically in math. The girls report that with the computer-based math programs they can get stuck on a certain problem set and they have to wait as the teacher goes around to each individual student.

Students reported feeling engaged in class and enjoyed the experiments they do (currently experimenting on fish). There are also some flower planters that the girls can care for and sometimes go out and draw the flowers.

Juvenile Justice and Delinquency Prevention Commission San Mateo County, California

Hillcrest School Inspection Report 2019

School Inspection

Date of this Inspection: May 22, 2019

Date of Last Inspection: May 23, 2018

Facility Name: Hillcrest School

Contact Person: Sibane Parcels, Principal

Address: 222 Paul Scanell Drive, San Mateo
94402

Phone Number: (650) 312-532

Executive Summary:

This year's inspection focused on YSC educational compliance with the updates to Title 15 which went into effect January 1, 2019.

Rather than a Hillcrest-only focus, this school inspection includes Probation's role as a partner in, and provider of, youth education to reflect the Title 15 updates.

Note that we are limited in interpreting the new Title 15 requirements. The law outlines mandates, but does not provide a rubric for evaluation or examples of what policies, procedures, and programs would or would not be considered compliant. This report largely reflects our interpretation as representative of the public's expectations.

Hillcrest School has been identified for Comprehensive Support and Improvement (CSI) under the federal Every Student Succeeds Act effective this past year due to the number of students performing below grade level. Hillcrest will receive increased funding, which the SMCOE will apply to teacher and staff professional development trainings targeted to support all student learning including English Language Learners (ELL) services. The school continues to ever-better serve its students.

Commendations:

There is a **high degree of commitment** by the SMCOE, the school leadership, and the teaching staff to innovate. This year, the school introduced a **6th period class** to enrich the extra-curriculars, a **book club**, **credit recovery time**, and **IEP/ELL related assistance**. The counselor organized an Associated Student Body (ASB) which planned **student-led assemblies**. **Next year, the SMCOE will be investing in additional staff:** an ELL coordinator and a head teacher in charge of school assemblies. In the last few years, they have implemented the CARE class, the 3-day orientation, and the use of restorative justice and trauma informed techniques. They continue to offer Project Change.

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The school has had **multi-year leadership** in the roles of principal, assistant principal, and head teachers .While the current assistant principal is leaving at the end of the year, they have promoted the staff member who provides the Bridge to College, Credit Recovery, Directed Studies programs to this position. Having continuity in leadership has enabled the creation of programs that better serve the students. We expect the school to have full capacity to continue in this effort,

The school does a good job at providing youth information and support on what is required to **graduate, recover credits, and go to college** through its 3-day orientation program and transition support for all students.

Title 15 requirements offer opportunities for creative problem-solving on the part of the school, YSC, and in the interaction between the school and YSC. A **positive, productive relationship exists between the school and YSC**. The CARE class is an example of working through complex issues and we believe these areas can be addressed in a similar manner.

We are pleased by the Title 15 compliance efforts the SMOE and the school have made thus far, and by their awareness of areas yet to be addressed.

Title 15 Recommendations:

Because the educational section of Title 15 includes Probation, we have divided our comments by area of responsibility (with BSCC's assist).

School Responsibilities

Digital Literacy: Because students have access to technology, the school has the opportunity to develop students' digital literacy. This is necessary preparation for college and vocational opportunities in Silicon Valley. It is especially important for students with long or repeated detentions as they only have this opportunity to learn these skills. While students do use learning apps in 6th period and while there are laptops available for use in classrooms, core classes (other than Math) do not use or learn the applications essential in workplace or school settings, like Word. We encourage computer use in the classroom to develop "real world" skills.

School and Probation Responsibilities

Access to Technology: Per Title 15 requirements, the school and YSCs must provide students with opportunities to use technology for learning in class and on-unit. There is no technology used on-unit. The school should consider expanding access to technology to all core classes.

Vocational Education: The school and the YSCs must provide vocational education. Both are aware of the need to provide this under Title 15. One solution is online vocational programs.

**Juvenile Justice and Delinquency Prevention Commission
Hillcrest School Inspection Report 2019**

Probation Responsibilities

Access to Education for All Youth Regardless of Security Concerns: All students must be educated daily even when a unit is on lock-down.

Expanded Re-Entry Planning: Probation is developing a new approach to educational re-entry planning.

Other Recommendations:

Time in Library: Based on student interviews during the Inspection, we recommend students be given more time to look at books while in the library. It appears that most of the time is used by the librarian talking about books with limited browsing time.

Expanded Curriculum for Students with Long Detentions/Recurring Incarcerations: As in previous years' inspections, students note repetition of content, i.e. they are re-reading books in class. Consider adjusting their curriculum. This could include reading an alternate book that is thematically linked to the unit and preparing a project or writing based on this book.

Education for Graduated/High School Equivalency Test Youth: We recommend these youth have ongoing, diverse educational opportunities. Content might include vocational or college study, expanding their general knowledge base, developing life and interpersonal skills, and fostering life-long learning. Pencil-and-paper and online programs exist.

Pre-plan for 2020 Inspection:

We suggest next year's educational inspection team request the following:

MAP Test Results: Measures of Academic Progress (MAP) test data to assess grade level advancement for students with long enough detentions to provide (at least) two data points.

School Attendance: We suggest the inspection team request school attendance data for when and why a unit does not attend the Hillcrest campus and the method of instruction.

We do not suggest there is a problem with current academic progress or school attendance. Our suggestion is to give next year's team insight not normally available during a short yearly visit.

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Hillcrest School Inspection Report 2019**

§ 1370. Education Program

Number of Full-Time Instructors: 6

Number of Full-Time Instructional Aides: 4

There are also (2) unpaid, volunteer librarians.

Number of Tutors (Paid? Volunteer?): The school does not have tutors. Tutoring is offered in the evenings after school hours on only one unit to students who choose to participate in the Each One Reach One tutoring program.

Frequency of Substitute Teachers: There is the expected frequency found in any school for Fall, Winter, and Spring quarters. Summer quarter relies on substitute teachers.

Number of Youth Attending School: There were 44 students average per day for the week of July 7, 2019. Attendance varies based on bookings and releases.

Average Classroom Size: 10-15

Max Classroom Size: 20

Number of Youth on Independent Study: 0 Reason: NA

Number of Youth Not Attending School: Rare Reason: They range: one student has a high profile case; also, students may choose not to attend if they already have a have a diploma or high school equivalency certificate. We could not determine how many students this applies to, but there is at least two.

Describe the general atmosphere of the classrooms: The classrooms look like typical high school classrooms.

Adequate supplies, books, paper, computer? Acceptable Unacceptable: The classrooms are well-stocked.

There are many computers available at Hillcrest - desktops in a computer lab and laptops on a cart that can be brought to classrooms and to the units.

Are youth given access to computers/internet? Yes No

Provide details (when, purpose, supervision): Desktops are used during 6th period and monitored by LAN School software and GS staff. Students use Edgenuity, Khan Academy, Carnegie Learning - Mathia, CA Career Zone, and Rosetta Stone. Computers are also used for state and language proficiency testing. However, computers are not used during core classes or on-unit. Students are not learning essential "real world" digital skills such as Word, how to source information, etc., nor using the computer in ways that might enhance Probation's programming such as providing Distance Education

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for students who do not attend high school, applying for driver's licenses, researching careers, etc. We do not believe current use is sufficient to comply with Title 15.

Describe the relationship between school staff and juvenile hall staff: The school and juvenile hall staff have a positive, collaborative relationship. Security is always the primary focus of the facility and the school reports it must abide by this constraint. This means students do not always attend school if there is limited Probation staffing due to absences or professional development training, or a lock-down on unit and classroom teachers come to the unit or the school provides work packets.

Describe the relationship between school staff and students: School staff and students have an excellent relationship. Students mentioned the Social Studies teacher and the school guidance counselor in particular. Students know that the school is dedicated to their well-being. The newly created student ASB; and student-led assembly programming are recent demonstrations of staff-student collaboration and positive relationships.

We visited the school twice. On our first visit, youth were confined to their units and not at school so we did not see typical classes. On a second visit, we observed two classes. The level of engagement and connection between teachers and students varied significantly, depending on the quality of the teaching. Summer classes were in session, so one teacher was a substitute, and another was full-time. The full-time teacher had a great deal of interaction with students, on both a personal and academic level, demonstrated significant care for their well-being, and pushed them to understand the material. The substitute had minimal interaction with students, used a 45-minute documentary as the primary instruction method, and did not engage students in discussion at all. So, the relationship between school staff and students depends greatly on the quality and skill of the teacher.

Describe access to school for youth confined to their rooms: The CARE class was developed so all students may attend school consistently. When a unit is on lock-down and youth are confined to the unit or to their rooms, the school provides school on-unit with the teachers coming to the unit to teach, or provides work packets.

On our first visit, one unit was on lock-down and students were watching a science movie with the Science teacher. They were not attending school due to a security incident involving a few youth which resulted in staff injuries.

During the same visit, another unit was on total-lockdown with students confined to their rooms. because of a security incident involving approximately 9 youth which resulted in staff injuries. The school had delivered work to this unit, but the GS staff chose, on at least one day, not to give them to the youth.

We placed a call to BSCC clarify the institution's educational responsibility in a lock-down situation. We learned that students must receive daily education regardless of security, and when work packets are given to youth confined in their rooms, they must be given a pencil so as to complete the work packets.

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When is school held on the unit instead of in the classroom? When there are security concerns or when a unit is understaffed.

Title 15 Updates

Are youth immediately enrolled in school upon admittance to Juvenile Hall? X Yes No

Explain enrollment, orientation and starting classes:

There is a 3-day orientation for all students during which the staff do skills-level MAP testing, explain to the students their graduation requirements and the units they have accrued, create an educational plan that includes how to make-up units, provide college counseling and financial aid information, give students a career interest test (note: this is the only vocational programming currently offered), and train students in restorative justice. Students then enter the classroom.

Immediately upon enrollment, does the school have the youth's records from his/her ^[IEP]prior school(s), including, but not limited to, transcripts, Individual Education Program ^IEP, 504 Plan, state language assessment scores, immunization records, exit grades, ^[IEP]and partial credits. X Yes No

Administrative school staff request student records immediately. These records may or may not arrive "immediately upon enrollment" because of the unavoidable lack of advance notice that a youth will be booked. But, enrollment is now immediate per Title 15. Records are secured soon after a student enrolls and used to plan the student's coursework.

Is an educational plan developed within five school days? X Yes No

Is the educational plan discussed with youth and modified as needed after discussion? X Yes No

Describe how Hillcrest educational records and prior records are forwarded to the next school?

Administrative staff forward all records upon the request of the receiving school. If a student has an IEP, the school requests a transitional IEP meeting with the student's receiving school.

However, there are frequent barriers: parents do not re-enroll their child, families often change location of residency due to instability in the home, and the receiving school may expell students before their Hillcrest records arrive, etc.

Is there a developed re-entry plan for youth's educational transition? X Yes No

SMCOE does re-entry planning. Parents/guardians and youth meet in-person with the district's Attendance and Welfare Office to re-enroll and program students at their receiving school. There is also a 90-day check that the student is still enrolled and attending school.

The probation officer provides targeted support to help a family overcome obstacles to re-enrollment and to ensure the student is in compliance with the education requirements of their contract. However, Probation has not yet defined a pro-active protocol for all students. PREP plans to

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accomplish broader re-entry planning for students with longer detentions. At this time, Probation has not determined how youth with detentions less than 2-months long will be transitioned.

We suggest one element of re-entry planning include connecting the student with a staff member at the receiving school to minimize drop-out risk so that the student meets the guidance counselor, finds extracurriculars, knows about on-campus tutoring, etc.

Do teachers use culturally responsive/trauma-informed approaches during instruction? X Yes No

Explain: Teachers are trained in and use trauma-informed discipline and restorative justice. Students identified the Social Studies teacher as a stand-out because he always speaks one-on-one with students before involving a GS. However, implementation is not universal and training should be given to long-term substitutes.

The curriculum is culturally responsive in the books used and themes addressed.

Is the learning environment physically, emotionally, and intellectually safe? X Yes No

Intellectually: Participation and open dialogue is encouraged by teachers. Their orientation is towards any type of participation vs. students being closed off and quiet. As a result, intellectually, students are in an environment that is very open and tolerant of their thoughts and ideas.

Physically: GS staff is always present to make sure students are physically safe, and precautions are taken, e.g. monitoring pencil use to prevent sharpened pencils from being used as a weapon.

Emotionally: Based on our interviews of 13 students, students do not perceive equal treatment and report that some students are picked-on and more readily punished by some teachers. On the other hand, some teachers are quite caring and connect personally and emotionally with students.

Are the youth prepared for high school graduation, career entry, and post-secondary ^{SEP} education?
X Yes No

Students are prepared for graduation and well-oriented towards college opportunities through the 3-day orientation, transition plan, and academic counseling.

There is not enough exposure to or preparation for vocational options. Career entry education is only addressed during the 3-day orientation during which youth use ca.careerzone.org and do a career interests inventory. The school acknowledges that it needs to develop a more robust career entry program. Youth need to explore what they can do on the other side of 18.

Is positive behavior management used to reduce the need for disciplinary actions? X Yes No

Explain: The school's written discipline policy and philosophy emphasizes positive behavior management for typical classroom management challenges. Teachers are trained to do this.

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The full-time teacher we observed was quite encouraging and positive with students, interacting with significant care to which her students responded well. She was clear with them as to their learning goals, led them to achieving their goals with positive encouragement, and then rewarded them at the end of class with some fun and a little prize.

Are the High School Equivalency Tests available to youth? X Yes No

Are youth who do not demonstrate sufficient progress towards grade-level standards ^[L]_[SEP] given supplemental instruction? Yes X No

Explain: Title 15 states "Supplemental instruction shall be afforded to youth who do not demonstrate sufficient progress towards grade level standards." Because almost all students are below grade-level, the school is attempting to progress students within the mainstream classroom by 1. placing ELL and ILP aides in class, and 2. teaching techniques that make information available to all students regardless of skill-level. Teachers scaffold curriculum that is taught during the course period.

We wonder if this approach fulfills the intention of Title 15. BSCC could not offer guidance. As lay-people, we interpret "supplemental instruction" as instruction in addition to normal class-time.

Because the intent of this clause is to progress students towards grade-level standards, we suggest using MAP results to track student skill advancement over time. This is the basis for our recommendation to collect this data prior to next year's inspection. This will allow all to evaluate whether the current approach is effective.

Are all youth treated equally, and are they free from discriminatory actions? Yes X No

Based on interviews by Commissioner Gibbs and Commissioner Winters, students do not perceive equal treatment and report that other students are picked-on and more readily punished by teachers.

Does staff refer to transgender/intersex youth by their preferred name and gender? X Yes No

Is education available to youth regardless of classification, housing, or ^[L]_[SEP] security/disciplinary/separation status, including room confinement? Yes X No

All students receive educational services.

When a unit is on lock-down due to security or staffing, teachers rotate between units to teach.

When a unit is on lock-down and students are confined to their rooms, the school appropriately provides educational materials. However, youth do not always receive the packets the school prepares and do not have pencils in order to do the work. This is non-compliant with Title 15 (per BSCC).

Are youth informed of post-secondary education and vocational opportunities? X Yes No

Explain: As mentioned previously, the school does a commendable job informing youth about post-secondary college information and the opportunity to participate in Project Change through the College of San Mateo while detained and after release. There is need to expand vocational education

**Juvenile Justice and Delinquency Prevention Commission
Hillcrest School Inspection Report 2019**

and build greater awareness with the youth. This is something the school, SMCOE, and institutions plan to address.

Is there collaboration with post-secondary education providers to facilitate access ^{[[[]]} _{SEP} to educational and vocational opportunities for youth using technology? Yes No

Explain: Youth do not have access to technology associated with a post-secondary program. In the 2017-18 school year, an online course was piloted through Project Change.

Does this include access to technology for educational purposes on unit? Yes No

Explain: There is no access to technology on the units. The school has a mobile cart with laptops that would allow technology to be used on-unit, however YSCs cites a lack of staffing to supervise computer use.

Per last year's inspection, GS staff on the girls unit would like to use laptops with the girls in order to help them apply for FAFSA or prepare for their driver's licenses, etc. This is a small unit and with staff support, YSCs should look at it being used here, at least, if not in other units.

English Language Learners (ELL)

How are limited English-speaking students identified and served? How soon are these services provided once the student has been identified as non-English proficient?

ELL students are identified through home-school records and CALPADS test scores. Services are provided immediately. An ELL aide works with students in the classroom or during 6th period to build language skills. Rosetta Stone is used during mainstream class-time should the student not comprehend enough English to benefit from a particular mainstream class.

Post High School/GED

Are there educational opportunities for youth who have completed high school/GED? Yes No

Describe: The school's responsibility is to educate students up through graduation or the high successful passing of the high school equivalency test. A student may continue to attend Hillcrest after graduation or completing their high school equivalency test. However, this is the student's decision. No new curriculum is available and, as a result, students report there is no reason to attend.

Educational opportunities are offered through Project Change which is an elective program for college credit. Project Change offered three courses this year: Keys to Success was offered twice this year as an 8-week course for 1 hour each session. Creative Writing was offered once this year as an 8-week course and was held twice a week for 3 hours each time. Psychology was offered twice this year as an 8-week course and was held twice a week for 3 hours each time the class met. Approximately 15-20 students from Hillcrest and Camp Kemp combined participated in each. These classes are held during the school day.

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This averages one hour of class/week assuming a student took each class once.

Are youth given info/counseling on community college and four-year college options? X Yes No

Describe: Youth are well-informed of college opportunities thanks to Hillcrest's robust counseling program which begins during the 3-day orientations and extends through their matriculation. Project Change also establishes a culture that makes the idea of college accessible.

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

Describe: This is covered during the 3-day orientation and individual help is available.

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

Describe: While many community colleges and trade-schools offer courses online, Hillcrest doesn't have staff to assist students with online community college courses.

Special Education/IEP Programs

Describe how students with possible need for special education (those without ^{IEP} previous testing, IEP or 504 plans) are identified?

Students are identified for possible testing through multiple methods: teacher referral, a court order by the judge, or a suggestion by the youth's probation officer.

The Youth and Education Law Project (YELP) suggests evaluating previous school failure, MAP testing results, and talking with parents also be used to identify students.

Are all of these students tested? X Yes No Yes, all students that are identified as possibly needing special education are tested (if they are at the facility for enough time to complete testing).

Describe any obstacles to testing: Short stays in detention can cause issues, such as in the time required to schedule mental health testing by Behavioral Health and Recovery Services, or a detention transfer to another county. Youth may not want to be tested, but the teachers are usually able to convince them.

Overall, there are fewer obstacles at Hillcrest because the youth consistently attend school, whereas they may not do so when not in detention.

The main obstacle is getting parent permission. Some are more accessible and available than others.

How many youth in the facility have an Individualized Education Program (IEP)? 21 of 43 total

Nationally, typically 40-80% of kids in the juvenile justice system have learning needs, so ~50% is within range.

How many students in the facility have 504 plans? 2 or 3

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Are students aware of accommodations and do they receive accommodations? X Yes No The youth are aware of their accommodations because they are at the IEP meetings, and they have input on what supports go into their plans.

Do special education teachers participate in lesson planning/curriculum development? X Yes No

Special education teachers push into classrooms to observe and make suggestions. They consult with general education teachers, and when teachers have questions, the special education teachers assist.

Are regular IEP meetings held? X Yes No

Are parents notified of these meetings? X Yes No

Are parents permitted to attend these meetings? X Yes No

Describe the most common obstacle to IEP compliance: Once a youth is at Hillcrest, the teachers have a good opportunity to make an IEP work because students must attend school. Obstacles include: overdue or fast approaching IEP dates when students arrive, and, with more than 40% of students identified as students who receive special education services, the number of meetings to schedule and students to support at one time can be an obstacle.

**Juvenile Justice and Delinquency Prevention Commission
Hillcrest School Inspection Report 2019**

Signature of Commissioner(s) preparing school report

Date:

Date:

Date:

Date:

**Juvenile Justice and Delinquency Prevention Commission
Hillcrest School Inspection Report 2019**

SCHOOL INTERVIEW RESOURCES

Three commissioners interviewed a total of 16 youth on two separate visits.

Valerie Gibbs interviewed 9 youth selected by Nafeesah Mustafa, the Assistant Principal of the Court and Community Schools and reports the following:

The youth were clean, relaxed and happy to be chosen. They appeared friendly and honest. When asked if they believed they were correctly placed in classes they all replied yes except one who had a lot to say about the subject. He felt that he had already completed his current classes and that he had passed them all. He really wondered why he had to keep repeating classes he had finished.

Those interviewed recognized that there was a new policy regarding the telephone use. They appreciated being able to talk to their families more often. They also mentioned being able to take advantage of the snack bar.

The most talked about discipline method mentioned was the point system. They also report that students can be removed from class, sent back to their unit, have a time out and denied the use of the snack bar. There was a mention of an alternative program that the boys could be put into if they really "messed up" (presumably, the CARE program).

Two of the boys felt that there were favorites. They noticed that some students were picked on by the staff. And these boys were denied privileges that were allowed others. They felt supported by the staff and teachers so didn't speak up.

All but one are involved in credit recovery. They were thankful as they all were behind in credits. The one student who works with Project Change, plans to graduate college and uses the computer for his class work. The other boys are not thinking about attending college, have no access to the computers, nor are they in a college program. All students believed they would learn more and be very productive if they had limited access to computers.

All the boys felt they really received support from their teachers and were provided all that they needed. One wished that he could see his brother who was also in Hillcrest. They like the fact that they have time to reflect and think about changing, even to the point of making amends.

Doug Winters interviewed 4 youth who report the following:

At the time of the inspection, due to a security issue/lockdown, there was only one classroom on campus open. Students from that class were interviewed. We also attended classes being held on unit and interviewed students on unit. We spoke with four youth in total.

Students generally liked the structure of the schooling. One student noted he likes the ability he has to work on credit recovery. Students felt teachers were mostly engaging and helpful and agreed teachers would help them if they requested assistance.

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One concern brought up on multiple occasions was the repetitiveness of the classes. One student stated that the current science experiment they were working on was the third time he was completing the assignment. Students noted that often when new youth enrolled the instructors would have to backtrack. One student commented that he felt the history class was doing a good job of “keeping it new”. A youth who has been through the institution multiple times over the years stated the classes were much better now than they were a few years ago.

When asked about technology usage, students stated that they were not using the computers very often. Staff had mentioned that security concerns revolving around monitoring the students on the computers and a recent incident involving a computer being removed from the classroom were the cause of the limited use of the computers. Many students would prefer to use the computers, particularly for math. The newly adopted math curriculum, Carnegie Learning, will give students an opportunity to practice math skills on an online platform.

Without the use of computers, students felt they would either have packets “thrown at them” or a video would be shown. When asked about feedback on the packets, students stated they sometimes got grades back but rarely any feedback or corrective instruction. Students felt math was particularly packet heavy and would like more instructional time.

Students mentioned they did like to check out books from the library, but the current procedure (one student at a time, and a short period of time to select your book) was inhibitive and felt more students would check out books if it were a simpler, more relaxed process.

While one student commented that he felt P.E class was lagging, it was often mentioned as a favorite class. Students also liked a career development presentation that involved them using the computers.

Overall students appeared satisfied with their school environment. A student who has been in the program before mentioned the classes were “much better” and there was “a lot less fighting”. Students agreed they felt listened to and their needs were mostly being met.

Juvenile Justice and Delinquency Prevention Commission San Mateo County, California

Canyon Oaks, School Year 2018-2019 (Summer 2018 through May 2019)

Canyon Oaks School Inspection Report

Date of this Inspection: May 20, 2018_____

Date of Last Inspection: May 22, 2018

Facility Name: Canyon Oaks

Contact Person: Sibane Parcels, Principal

Address: 400 Edmonds Rd, Redwood Cty, 94062

Phone Number: (650) 312-5323

School (Section 1370)

Executive Summary: Overall Impressions, areas of commendation and areas for improvement

Background: The Canyon Oaks school is a small, 2 classroom school run by the San Mateo County Office of Education that teaches youth residing at Canyon Oaks. All residents of Canyon Oaks have an IEP and require education. Both teachers are Special Education certificated and combine group teaching with individual instruction and individualized learning on a computer-based personal learning platform. Students are not forced to go to class if their mental health is not conducive to attending school so the number of students varies day-to-day.

Commendations:

The school **satisfies all inspection areas.**

The **teaching staff** are extremely patient, dedicated and flexible. The teachers understand the mental health challenges of their students and have a therapeutic orientation. They are caring and accommodating and meet the students where they are. The teachers are not only committed to covering the curriculum, but to support their social and emotional learning.

We applaud the SMCOE's choice to have the **same principal** for Canyon Oaks as the other court schools. She has done an impressive job at the other schools and we believe Canyon Oaks will similarly benefit.

The SMCOE is adding an **IEP coordinator, an academic counselor, and Bridge to College** to the school staff next year. We hope the IEP coordinator will lower the burden on the teacher responsible for IEP meeting compliance and facilitate the challenge of transitioning students to and from Canyon Oaks.

Recommendations:

We recommend a separate **storage space** for curricular materials. The teachers have already formally requested this.

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Both teachers participate in professional development training during Early Release Wednesdays with the rest of the Court and Community Schools staff. They teach challenging students and would like benefit from the content and collegiality of teacher trainings.

Number of Full-Time Instructors: 2 Number of Full-Time Instructional Aides: 1

Number of Tutors (Paid? Volunteer?): 0

Frequency of Substitute Teachers: Rare; substitutes are difficult to find.

Number of youth attending School: On inspection day, 10 were in attendance.

Average Classroom Size: 6 Max Classroom Size: 6

Number of youth on independent study: 0

Describe Reason and Independent Study: There isn't an independent study program; students have individualized education built into their school day.

Number of youth not attending school: This varies daily. Most students attend school most days, however attendance for a full day of school is approximately 50%.

Reason: Students are not forced to attend school. They may be late; not attend if they sleep in; or choose not to attend due to anxiety about attending school, a change in medications, or other issues related to their diagnosis. Sometimes a student will have therapy during class-time.

Describe the general atmosphere of the classrooms: The classrooms are typical of a school, e.g. Maps are on the walls in English/Social Studies. They are clean and well-organized.

Adequate Supplies, Books, Paper, Computer? Acceptable Unacceptable: While the classroom and students are fully supplied, the classrooms are quite small. This creates a few issues: 1. at times, students have distance restrictions, such as a requirement to stay 10' from another student. This is impossible given the size of the room, and 2. there is increased conflict even among non-restricted students as they cannot be spaced apart from each other. There is an annex room available, although this requires the teacher to move between the two rooms (the aide assists in supervising the classroom if the teacher is in the other room), and 3. teachers have little storage for materials in their classrooms. They have high need for (and have requested) an outdoor shed.

Are youth given access to computers/internet? Yes No Details (when, purpose, supervision):

Students use the Edgenuity individualized learning platform. Teachers have blocks on inappropriate websites. Because the staff-student ratio is small, there is good supervision of student activities online.

Students are occasionally allowed to use computers outside of class in their living area, but this is not part of the school function and is not managed or monitored by the school personnel.

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Describe the relationship between school and facility staff: There is close collaboration. Some examples include: 1. teachers and therapeutic staff have bi-weekly meetings to discuss each student, 2. therapeutic staff participate in IEP meetings and support compliance, 3. therapeutic staff are accessible outside of the classroom to manage emotional issues that present themselves in the classroom, and 4. teaching staff read therapeutic logs before class each day to understand the recent history of their students. The teachers report feeling well-supported by the staff.

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

When is school held on the unit instead of in the classroom? Not applicable.

Post High School/GED:

Are there educational opportunities available for youth who have completed high school or their GED? Yes No Describe: For vocational training, students may participate in the "Workability" program which provides job opportunities for post-secondary youth (youth who are still in high school and who participate in this program can get high school credit for participating). Examples are working in the Redwood City Library or in the garden at the San Mateo County Office of Education's Gateway School. Vocational Education is also provided by the occupational therapist who is on staff at Canyon Oaks. If a student were to attend college, they would be provided with transportation to attend classes. There were no students who attended college this year.

Are youth given information and counseling regarding community college and four-year college options? Yes No Describe: There were no graduating seniors this year. Teachers have delivered college counselling informally in the past. Next year, the school will have an assigned academic counselor and will implement the "Bridge to College" program.

Are youth given information/counseling about financial aid options for college? Yes No Describe: There were no graduating seniors this year. Next year, the school will have an academic counselor who will offer students these resources.

Are youth given resources for college entrance exam prep when appropriate? Yes No Describe: There were no graduating seniors this year. In the past, Canyon Oaks has received help from the Silicon Valley Children's Fund staff in this area. Next year, the school will have an academic counselor who will offer students these resources.

Are youth able to take courses for college credit online? Yes No Describe: No students are currently taking online college courses. Students would have computer access for college courses.

Special Education/IEP Programs:

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How many youth in the facility have an Individualized Education Program (IEP)? All students at Canyon Oaks have an IEP. There are currently 10 students at Canyon Oaks.

Do credentialed special education teachers participate in lesson planning and curriculum development? Yes No

How many credentialed special education teachers are at the facility full-time? Both full-time teachers are credentialed Special Education teachers.

Are regular IEP meetings held? Yes No Describe: There are 4 IEP meetings held per youth: within 30 days after admission, at the annual marker, at the triennial with retesting as needed, and the final is held as part of the youth's transition to his or her next school. Therapeutic staff (and probation staff if the student is also under the supervision of a probation officer) are part of the IEP meetings.

Are parents notified of these meetings? Yes No The appropriate holder of the student's educational rights attends. Parents are notified if they have these rights.

Are parents permitted to attend these meetings? Yes No If they have educational rights.

Describe the most common obstacle to IEP compliance: One of the most common obstacles to IEP compliance is when students arrive with their IEP meeting in arrears. Additionally, emergency placements at Canyon Oaks make compliance difficult because the records in the Special Education Information System (SEIS) may not be complete when the initial IEP meeting must be and is held.

School Summary and Comments: The teachers and paraprofessional have created a school that serves its students in a therapeutically appropriate way. They do so through strong collaboration, skill in working with special needs students, sensitivity, and caring. The classrooms are small, but inviting and warm. Instruction is a combination of computer-based learning, individual, and group teaching. Classes are taught to the Education Code. Because approximately 85% of students are below grade level upon arrival, teachers often focus on basic skill acquisition and proficiency. The English teacher reports that the order of books taught is coordinated with the order taught at Hillcrest (Juvenile Hall) such that a student may go back and forth without loss of curriculum. However, the JJDC educational inspection team asked the Hillcrest English teacher and this was not confirmed.

It should be noted that we did not witness actual teaching this year. The school day ends at 1:00 pm and we arrived later. Our comments about teacher-student interaction reflect our observations from the 2017 and 2018 school inspections.

Attachment 1: School Supplement

How many minutes of instruction per week do students receive? Minutes offered are per Educational Code. Actual minutes vary by student based on their attendance.

Do students attend school within three (3) days of placement? Does the school create a preliminary education plan for each new student before the student attends school or once the student has started?

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Yes, the students attend within 3three days if the student is emotionally ready to do so. Though sometimes there is a delay in receiving IEP information, students have an educational plan upon arrival.

Are there difficulties obtaining transcripts from the student’s prior school? Are these typically received before or after the student has started attending school?
The education plan is created in anticipation of the student’s arrival unless the student is an emergency placement or if there is a delay in receiving school records. Transcripts are typically received in advance.

How are limited English-speaking students identified and served? How are these services provided once the student has been identified as non-English proficient?
There are no non-English-speaking youth at the school because a youth must speak English to benefit from the therapeutic services.

Is credit recovery offered? Please describe. Yes, credit recovery is offered through the individualized learning available via the computer application Edgenuity or can be accomplished through individually created projects.

Is homework assigned? When and where do students do homework?
Canyon Oaks does not assign homework. The after-school program is therapeutically demanding and the school does not add schoolwork onto the students’ schedules.

How is transition back to a student’s home district handled?
This varies depending upon the school district into which the student will transition. For in-county placements, Canyon Oaks works with the home school district to re-enroll the student.

Signature of Commissioner(s) preparing this report

Melissa Wilson _____	Date: _____
Valerie Gibbs _____	Date: _____
Doug Winter _____	Date: _____
Monroe Labouisse _____	Date: _____