

JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION
Juvenile Halls and Camps

FACILITY NAME: Camp Kemp		COUNTY: San Mateo
FACILITY ADDRESS (STREET, CITY, ZIP CODE, TELEPHONE): 400 Paul Scannell Drive, San Mateo, 94022 (650) 312-8970		
CHECK THE FACILITY TYPE AS DEFINED IN TITLE 15, SECTION 1302	JUVENILE HALL	CAMP ●
DATE EVALUATED: 9/30/2021		
EDUCATION PROGRAM EVALUATOR(S) (NAME, TITLE, TELEPHONE): Melissa Wilson, Commissioner, San Mateo Juvenile Justice and Delinquency Prevention Commission Phone: (650) 933-6676 Karin Huber-Levy, Commissioner, San Mateo Juvenile Justice and Delinquency Prevention Commission Phone: (650) 773-8707 Sathvik Nori, Commissioner, San Mateo Juvenile Justice and Delinquency Prevention Commission Austin Willis, Commissioner, San Mateo Juvenile Justice and Delinquency Prevention Commission Phone: (650) 430-7712		
EDUCATION STAFF INTERVIEWED (NAME, TITLE, TELEPHONE): Jeneé Littrell Deputy Superintendent, Student Services, SMCOE Court and Community Schools Email: jlittrell@smcoe.org Phone: (650) 802-5588 Shelly Johnson Principal, SMCOE Court and Community Schools Email: sjohnson@smcoe.org Phone: (650) 312-5323 Jehan Clark Superintendent, Youth Services Center Email: jclark@smcgov.org Phone: (650) 207-9063		

Purpose

The facility administrator is required to request an annual review of each required element of the facility's education program by the Superintendent of Schools. A report or review checklist on compliance, deficiencies, and corrective action needed to achieve compliance with this section must be provided to the facility administrator.

The Superintendent of Schools shall conduct this review in conjunction with a qualified outside agency or individual. It is important to note that the regulation prohibits the Superintendent of Schools from delegating this review to the principal or any staff of a juvenile court school site; the intent of this regulation is that an independent third-party review is conducted.

Upon receipt of the review, the facility administrator or designee shall review each item with the Superintendent of Schools and shall take whatever corrective action is necessary to address each deficiency and to fully protect the educational interests of all youth in the facility.

Instructions

To complete the review, assess each element listed in the checklists and document the findings in the "comments" section. Columns in the checklist identify compliance as "Yes", "No", or "N/A" (not applicable). When the evaluator assessing the education program "checks" a column to indicate that the facility is out of compliance with all or part of a regulation, or indicates that all or part of a regulation is not applicable, a brief explanation is required in the comments section. This explanation is critical; it assists both the BSCC and facility staff in understanding the rationale for the decision and highlights what needs correction. **Policies and procedures must be written and implemented to be in compliance.**

Education program evaluators may elect to assess areas that are not covered by the inspection checklists. If this is done, the additional issues must be clearly delineated on a separate sheet to maintain their distinction from the BSCC Title15 checklist. For information purposes, this additional sheet should be attached and distributed with the checklist.

Checklists and regulations are available on the BSCC website (http://www.bscc.ca.gov/s_fsoresources). Please contact the BSCC Field Representative assigned to your county at the number below or through e-mail access on the web site.

Board of State and Community Corrections; FSO Division
2590 Venture Oaks Way, Suite 200, Sacramento, CA 95833
Phone: 916-445-5073; <http://www.bscc.ca.gov/>

CAMP KEMP

Executive Summary

Background

The school at Camp Kemp is a San Mateo County Office of Education Court and Community School and provides education for girls while in detention and for girls no longer in detention through the “Girls Empowerment Program”. Probation supports and provides supplementary education for youth in detention. The curriculum adheres to California’s Common Core State Standards at grade level. Per Title 15, education is the responsibility of the school and Probation.

School Summary and Comments

Teachers are subject-area specialists. One teacher is always on campus to teach Math and Science. Other teachers rotate in. Special Ed services are provided during class-time with a teacher and paraeducator doing push-in. English Language Learners receive language development assistance through a translated English curriculum and Rosetta Stone. The bilingual family counselor continues to offer services to families, in particular during school transitions.

Principal Shelly Johnson is now responsible for all of the SMCOE school sites (including Gateway). She is supported by part-time Vice Principal Brad Osterander at Gateway (who also acts as School Climate Coordinator) and by Karen Gnusti, COE Executive Director of Career, College & Secondary Education.

The Measure of Academic Progress (MAP) test is given every 3 months to track student progress. The school plans to use this data to understand the progress students make in aggregate and to better target the needs of individual students.

Commendations

We appreciate the continued dedication of the SMCOE, principal, and school staff to best serve the needs of students. They are strong advocates for these youth and for improving outcomes.

Recommendations

SMCOE

- Analyze MAP testing results to evaluate student skill advancement (recommended in 2019 and 2020 inspections).
- Resolve “dangling” credits problem when a student returns to the home school.

Probation

- Require that all youth be educated post-graduation or after passing the HISET.
- Provide plans and implementation dates to augment vocational education. Several resources have been offered in the YSC facilities (including the educational program) inspection.
- Include vocational pathways in transition planning (recommended in 2020).

The facility administrator or designee shall forward the plan of corrective action to the Inspection Team Leader within 45 days.

Notes for Next Year’s Inspection

Look at SMCOE’s MAP testing analysis to evaluate student skill advancement.

Camp Kemp is a detention center for incarcerated female youth. The school educates these youth and also students from the Girls Empowerment Program who live at home, but attend school at the facility. At the time of this inspection (09/30/2021), there were five students; three were from the Girl’s Empowerment Program, and the two girls in residence were from Sonoma County.

JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION

1370. Education Program	YES	NO	N/A	COMMENTS
(a) School Programs The County Board of Education shall provide for the administration and operation of juvenile court schools in conjunction with the Chief Probation Officer, or designee pursuant to applicable State laws.	X			
The school and facility administrators shall develop and implement written policy and procedures to ensure communication and coordination between educators and probation staff.	X			We received the written policy and procedures. School and Probation staff closely collaborate.
Culturally responsive and trauma-informed approaches should be applied when providing instruction.	X			
Education staff should collaborate with the facility administrator to use technology to facilitate learning and ensure safe technology practices.	X			It is standard for technology to be integrated into teaching and learning. Most student work requires that they use Chromebooks, the internet, and Microsoft Office. The four court and community schools have a half-time Technology Services specialist to provide professional education and ongoing support for teachers.
The facility administrator shall request an annual review of each required element of the program by the Superintendent of Schools, and a report or review checklist on compliance, deficiencies, and corrective action needed to achieve compliance with this section.	X			We received this.
Such a review, when conducted, cannot be delegated to the principal or any other staff of any juvenile court school site.	X			
The Superintendent of Schools shall conduct this review in conjunction with a qualified outside agency or individual. Upon receipt of the review, the facility administrator or designee shall review each item with the Superintendent of Schools and shall take whatever corrective action is necessary to address each deficiency and to fully protect the educational interests of all youth in the facility.	X			
(b) Required elements The facility school program shall comply with the State Education Code and County Board of Education policies.	X			
As stated in the 2009 California Standards for the Teaching Profession, teachers shall establish and maintain learning environments that are physically, emotionally, and intellectually safe.	X			The school excels in creating safe learning environments. Students feel very supported by their teachers. Teachers and GS staff use a trauma-informed approach in all classroom interactions.
Youth shall be provided a rigorous, quality educational program that responds to the different learning styles and abilities of students and prepares		X		Current preparation for graduation, career entry, and post-secondary education are the following:





<p>them for high school graduation, career entry, and post-secondary education.</p>			<p>(1) Students work on credit-recovery through Edgenuity to increase rates of high school graduation. However, it appears that youth arrive at their home school with excess Elective Credits that do not fulfill classes required for graduation. This happens when a student returns to their home school mid-semester. Partial units are counted as electives and the student must retake the same class. The student is disheartened upon return to the home school not to have advanced academically to the extent expected. We discussed with Sequoia Union High School District about continuing the student on Edgenuity at the home school until semester's end, such that these units can be "completed" and counted towards graduation.</p> <p>(2) Students complete My Pathways Assessment and Career Zone modules. Career Zone consists of 15 pathways (1 per week) led by Ms. Sneed, the academic counselor.</p> <p>(3) Success Centers provides career information on-unit as part of its Life Skills program.</p> <p>(4) Project Change continues to impress. Two classes are offered per year at the YSC with both girls and boys in the same class. This year Project Change offered Semester 2 of 2021; Keys to Success, History 210, and Psych 100, Semester 1: Keys to Success, and Communications 100.</p>
<p>(1) 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>	<p>X</p>		<p>Sequoia Union School District intake staff notes that students return with units in the wrong areas that do not fulfill graduation requirements.</p>
<p>(2) 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>	<p>X</p>		<p>The school provides information, preparatory materials on Edgenuity, and proctoring.</p>
<p>(3) Youth shall be informed of post-secondary education and vocational opportunities.</p>	<p>X</p>		<p>Youth receive this at the YSC before transferring to Camp Kemp.</p>
<p>(4) Administration of the High School Equivalency Tests as approved by the California Department of Education, shall be made available when possible.</p>	<p>X</p>		
<p>(5) Supplemental instruction shall be afforded to youth who do not demonstrate sufficient progress towards grade level standards.</p>	<p>X</p>		<p>The district plans to analyze MAP results to evaluate how well the school is advancing grade-level skills.</p> <p>For reference, Santa Clara County's JJC did a 2019 analysis of MAP scores in their facility and we include the report for reference: https://www.sccourt.org/documents/jjc/2019/Education%20for%20Probation%20Youth.pdf.</p>

				Subsequently, the Santa Clara court schools adopted the Renaissance Star testing program.
(6) 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			
(7) Education shall be provided to all youth regardless of classification, housing, security status, disciplinary or separation status, including room confinement, except when providing education poses an immediate threat to the safety of self or others. Education includes, but is not limited to, related services as provided in a youth's Section 504 Plan or Individualized Education Program (IEP).	X			If a student is having trouble in class, the teacher or GS is likely to have a conversation with them outside the class, let them take a walk, etc. Students do not return to the unit for behavior problems and do not miss class.
(c) School Discipline				
(1) 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			
(2) School staff shall be advised of administrative decisions made by probation staff that may affect the educational programming of students.	X			
(3) Except as otherwise provided by the State Education Code, expulsion/suspension from school shall be imposed only when other means of correction fails to bring about proper conduct. School staff shall follow the appropriate due process safeguards as set forth in the State Education Code including the rights of students with special needs. School staff shall document the other means of correction used prior to imposing expulsion/suspension if an expulsion/suspension is ultimately imposed	X			Discipline needs are insignificant. Negative behaviors in the classroom are easily managed by teachers or staff through one-on-one conversation or by giving the student a short break.
(4) 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			A written policy exists, however, it does not need implementation. All students complete the school day.
(d) Provisions for Special Populations				
(1) State and federal laws and regulations shall be observed for all individuals with disabilities or suspected disabilities. This includes but is not limited to child find, assessment, continuum of alternative placements, manifestation determination reviews, and implementation of Section 504 Plans and Individualized Education Programs.	X			
(2) Youth identified as English Learners shall be afforded an educational program that addresses their language needs pursuant to all applicable	X			Last year, a half-time English Language Development teacher was hired for court and community schools. Due to COVID-19 and lower student numbers, this position was cut.

state and federal laws and regulations governing programs for EL students.				The school relies on Edgenuity, an English curriculum available in other languages so that students may learn in their home language and be scaffolded in English. Rosetta Stone is also used.
(e) Educational Screening and Admission				
(1) Youth shall be interviewed after admittance and a record maintained that documents a youth's educational history, including but not limited to:	X			
(A) School progress/school history;	X			
(B) Home Language Survey and the results of the State Test used for English language proficiency;	X			
(C) Needs and services of special populations as defined by the State Education Code, including but not limited to, students with special needs.; and,	X			
(D) Discipline problems.	X			
(2) 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			
(3) After admission to the facility, a preliminary education plan shall be developed for each youth within five school days.	X			
(4) Upon enrollment, education staff shall comply with the State Education Code and request the youth's records from his/her prior school(s), including, but not limited to, transcripts, Individual Education Program (IEP), 504 Plan, state language assessment scores, immunization records, exit grades, and partial credits. Upon receipt of the transcripts, the youth's educational plan shall be reviewed with the youth and modified as needed. Youth should be informed of the credits they need to graduate.	X			
(f) Educational Reporting				
(1) The complete facility educational record of the youth shall be forwarded to the next educational placement in accordance with the State Education Code.	X			
(2) The County Superintendent of Schools shall provide appropriate credit (full or partial) for course work completed while in juvenile court school in accordance with the State Education Code.	X			
(g) Transition and Re-Entry Planning				
(1) 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 State Education Code and in alignment with Title 15, Minimum Standards for Juvenile Facilities, Section 1355.	X			<ol style="list-style-type: none"> 1. The school follows the same satisfactory educational transitioning protocol as described in the Hillcrest report. 2. There is a multidisciplinary team meeting before release that produces meeting notes and action items.

(h) Post-Secondary Education Opportunities				
<p>(1) 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			<ol style="list-style-type: none"> 1. Project Change is the school's and institution's method of collaboration with post-secondary education providers. Students may choose to participate and earn college credit (or work on credit-recovery during this period in the school day). Students use computers to complete assignments. 2. Project Change continues to impress. Two classes are offered per year at the YSC with both girls and boys in the same class. This year Project Change offered Semester 2 of 2021: Keys to Success, History 210, and Psych 100; Semester 1: Keys to Success, and Communications 100. <p>Students have limited access to vocational opportunities other than My Zone and the Career Pathways computer program. The school plans to offer a personal finance class once per week for 8 weeks provided by San Mateo County Credit Union in the spring.</p>

Signature of Commissioner(s) preparing this report

Melissa Wilson		Date: November 22, 2021
Karin Huber-Levy		Date: November 22, 2021
Austin Willis		Date: November 22, 2021
Sathvik Nori		Date: November 22, 2021

Summary of Evaluation
Attachment 1: Student Interviews

YOUTH INTERVIEWS

Youth A was a GEP youth who liked the school, but not the dress code (GEP youth wear street clothes) because it is too modest and would like to listen to music in class.

Youths B and C appreciate the teachers and the time, assistance, and caring they show students. They feel like the teachers care for their total well-being.

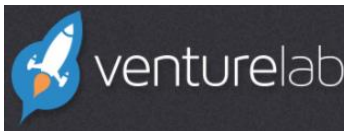
Attachment 2: Vocational Training Resources



Based in Redwood City, BUILD uses entrepreneurship-based, experiential learning to ignite the potential of youth in under-resourced communities and equip them for high school, college and career success. BUILD's unique program offers students a four year entrepreneurship experience. The first year curriculum would be appropriate for our youth. Local programs exist at Sequoia High School, Woodside High School, and East Palo Alto Academy.



<https://yeacademy.org/> and <https://www.youthentrepreneurs.org/about-us>
Youth Entrepreneurs empowers young people with the values and vision to pursue their dreams. We strive to change the mindsets of young people, so they believe in themselves and what they can accomplish. Our experiential education model instills entrepreneurial and economic principles built for prosperity. We equip students to overcome barriers and seize opportunities for good. No cost.



<https://venturelab.org/curriculum/>

Provides age-appropriate no-cost curriculum in entrepreneurship to use in a school or home setting through video modules and 60 self-paced activities thirteen key concepts in entrepreneurial thinking. Consciously uses female examples. User guide: <https://venturelab.org/wp-content/uploads/2018/04/User-Guide.pdf>



Nepris is a web-based solution to bring in career speakers and take students on virtual factory tours: <https://www.nepris.com/share/play/list/1f39ff39-1348-4e44-bd6b-1a6f8527e611>. It helps educators expose students to different career and education paths, find real world applications to what students are learning, and inspire them to choose a STEM pathway. Educators specify the occupation area of the speaker. Career examples: <https://www.nepris.com/collections/sessions/items/8>. The free basic Nepris account gives you access to one live session and one live industry chat, and the Platinum Plan is \$149 annually and gives you unlimited access to live sessions and industry chats.



A full-list of community college certificate programs is here:

<https://www.onlineu.com/best-online-community-colleges/california>.

Opportunities are available to study automotive technology, game design, audio production, medical coding, computer networking, bookkeeping, child care, firefighting, hospitality, real estate, to name just some.