

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 X
DATE EVALUATED: 10/2/2020		
EDUCATION PROGRAM EVALUATOR(S) (NAME, TITLE, TELEPHONE): Melissa Wilson, Commissioner, San Mateo Juvenile Justice and Delinquency Prevention Commission Phone: (650) 933-6676 Susan Swope, Commissioner, San Mateo Juvenile Justice and Delinquency Prevention Commission Phone: (650) 364-4110		
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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 Title 15 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_fsresources). 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

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 (10/2/2020), there were five students; one was in detention and four were from the Girl's Empowerment Program. These numbers were low due to Covid-19. Typically, the school serves 8 students.

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 Office. Due to Covid-19, the teachers and the paraeducator are remote (but on-campus). Students attend school in the classroom via chromebook. As of this year, the SMCOE hired a half-time Technology Services specialist for the four court and community schools 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	X			The school excels in creating safe learning environments. Students feel very supported by

maintain learning environments that are physically, emotionally, and intellectually safe.				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 them for high school graduation, career entry, and post-secondary education.		X		<ol style="list-style-type: none"> 1. Students work on credit-recovery through Edgenuity and under the supervision of a teacher who is on-campus during the last period of the school day to increase rates of high school graduation. 2. Students explore a computer-based "Career Pathways" program at part of their 3-day orientation (currently suspended due to Covid). 3. Students explore Career Zone based on individual interests. Teachers used student interests in assignments. 4. The SMCOE has a Career Technical Education team that is exploring introducing an entrepreneurship program. During the inspection, we discussed a local entrepreneurship program called BUILD. 5. Students attend monthly assemblies, which features career speakers approximately three times during the school year (currently suspended because of Covid-19). 6. Project Change continues to impress.
(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.	X			Sequoia Union School District intake staff notes that students return with units in the wrong areas that do not fulfill graduation requirements.
(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.		X		The school provides information, preparatory materials, and proctoring of the test. In the past, staff prepared students, however, staff counts are lower and this preparation no longer exists unless through an outside provider, such as EORO. Because of Covid-19, no outside providers are providing services in the institution.
(3) Youth shall be informed of post-secondary education and vocational opportunities.	X			This is part of the 3-day orientation upon intake.
(4) Administration of the High School Equivalency Tests as approved by the California Department of Education, shall be made available when possible.	X			
(5) Supplemental instruction shall be afforded to youth who do not demonstrate sufficient progress towards grade level standards.	X			<p>In a locked-facility, "supplemental instruction" may occur during the school day rather than before and after school as the phrase is typically defined. The school has expanded this instruction by adding an English Language Development (ELD) teacher.</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.scsccourt.org/documents/jjc/2019/Education%20for%20Probation%20Youth.pdf.</p>

				<p>Subsequently, the Santa Clara court schools adopted the Renaissance Star testing program.</p> <p>Based on its California School Dashboard scores, Camp Kemp receives funds from the California Department of Education which affords supplementary curriculum and technology purchases.</p>
(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			Extensive documentation is now required. Each teacher must note the lesson for the day and a student's physical presence and mental engagement. There are necessary absences that are not due to operational procedures. These are due to court, lawyer consults, BHRS appointments, and hospitalizations.
(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 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	X			<p>At this time, the school is not doing Special Ed testing to identify students due to Covid-19 and the necessary in-person contact. On September 28, federal guidelines affirmed that the Covid-19 waiver has ended and normal testing timelines must resume.</p> <p>https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-provision-of-services-idea-part-b-09-28-2020.pdf</p>

Section 504 Plans and Individualized Education Programs.				<p>The plan is to restart this imminently with plexiglass between the tester and the student.</p> <p>Doing IEP meetings via Zoom has resulted in higher attendance and increased general contact with the parents.</p>
(2) Youth identified as English Learners shall be afforded an educational program that addresses their language needs pursuant to all applicable state and federal laws and regulations governing programs for EL students.	X			<p>SMCOE continues to invest in English language learners. New this year:</p> <ol style="list-style-type: none"> 1. The four court and community schools have a half-time English Language Services specialist to provide ongoing professional development and support for mainstream teachers. 2. An ELD teacher is at the school for one period daily during English class to work with the student in the classroom or to work with the student separately outside of the classroom. <p>As before, Rosetta Stone is commonly used for non-English speakers.</p>
(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			Due to Covid-19, the three-day orientation is temporarily suspended.
(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)	X			

for course work completed while in juvenile court school in accordance with the State Education Code.			
(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. This may qualify as a transition plan. 3. However, should transition policies and procedures need to be written per Section 1355, the institution does not qualify.
(h) Post-Secondary Education Opportunities			
(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.	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. Semester 1: CSM taught "Success Strategies" twice per week for eight weeks. The girls came to Hillcrest to attend. CSM taught "History of Ethnic Studies in the United States" at Camp Kemp. Notre Dame de Namur University taught Creative Writing at Camp Kemp. Semester 2: CSM taught "Success Strategies" twice per week for eight weeks. CSM also taught "Abnormal Psychology" at Camp Kemp. Notre Dame de Namur University taught Creative Writing at Camp Kemp. 3. Were a student to enroll at a local community college, probation would provide transportation to the college, out-of-class access to professors, and assistance with school work. <p>While students' access to college is impressive, students have limited access to vocational opportunities other than the Career Pathways computer program and attending regular assemblies that feature at least 3 career speakers. The school introduced a personal finance class once per week for 8 weeks (during English class) offered by San Mateo County Credit Union.</p>

Summary of Evaluation

Commendations

The students appreciate their teachers and the support their teachers give them.

We appreciate the continued dedication of the SMCOE and school staff to best serving the needs of students at Camp Kemp. Of note, the following services were introduced or expanded in 2019/2020:

- Hiring a bilingual family counselor
- Using Zoom as a means for increased parent involvement
- Providing an ELD teacher one period every day
- Expanding the school assembly program
- Expanding transition services
- Moving from paper packets to Edgenuity for credit-recovery
- Teaching personal finance
- Robust Project Change offerings
- Specialist teacher training and support in the use of technology for instruction
- Specialist teacher training and support in ELD in the mainstream classroom.

Adapting to Covid-19 required instructing and providing youth with services through technology. We hope that all will be kept post-Covid-19, particularly as it allows for more consistent parent contact.

Last year's inspection recommended that the SMCOE and school analyze Measures of Academic Performance scores, which indicate grade-level skill advancement. The school plans to do this in the upcoming year. The JJDC applauds this effort and the opportunities for learning how to ever better meet individual student needs.

Recommendations

Covid-19 has demonstrated at Hillcrest that computers can be used on-unit. Consider making computers available on-unit at Camp Kemp for expanded learning opportunities.

Last year's inspection mentioned concerns with transition planning. At Camp Kemp, Probation should comply with section 1355 and prepare transition plans for all students.

Meet with local school districts to ensure that students' partial credits in core subjects transfer and fulfill core subject requirements at their home schools.

There is opportunity to provide more robust vocational training (as a complement to Project Change) as previously incarcerated youth often work rather than attend college. Details of the following programs are in Attachment 2:

- One approach would be to introduce entrepreneurship programming. These skills apply to any career and, especially, to tradespeople. BUILD, a Redwood City non-profit, offers an excellent program at East Palo Alto Academy, Sequoia High School, and Woodside High School and might be considered. Youth Entrepreneurs offers free online and packet-based education in entrepreneurship. Another entrepreneurship program that intentionally uses female examples is Venture Labs.
- Students go on virtual factory tours and can request virtual career speakers through Nephris.
- California community colleges offer completely online vocational training (for example, Foothill College offers 37 online vocational certificate programs, like veterinary assisting and graphic design).

Prepare students for the HISET.

Resume Special Education testing.

Resume Orientation.

Notes for next year's educational inspection

Review Measures of Academic Performance data.

Use Zoom for next year's inspections. Typically, an inspection of all facilities occurs over 2-days with back-to-back interviews of staff and students. Interviewing staff by zoom with screen sharing proved to be a more effective way to gather and organize information for the report. The inspection time at the school sites could then focus on classroom visits, connecting with teachers, and interviewing students.

Attachment 1: Student Interviews

QUESTIONS FOR CAMP KEMP'S SCHOOL AND CAMP KEMP STUDENTS

OCTOBER 9, 2020

#1 is a Sophomore, #2 is a Freshman

1. When I compare Camp Kemp's school to my home school....

#1 – It's smaller. I feel like it's easier to understand the work. We get more help from the teachers because there are less kids. In public school, if you fail that's your fault. Here they actually care.

#2 - It's better. I like the teachers and I feel like at regular school, the teachers are always busy with other students, so they don't pay attention to the rest of them.

2. The best thing about Camp Kemp's school is....

#1 - You can catch up on the credits you missed. This is my 2nd week. Minimum is 6 months.

#2 - I like gardening on Thursdays.

3. The worst thing about Camp Kemp's school is...

#1 - If you have computer assignments you can't work on them after school. We don't have access to computers after school.

#2 - It's the computers. I don't like the online schooling.

4. The best class I've taken here is...because...

#1 – We have science, social studies, and math. I like the therapy group

#2 – Science. I never liked science before. The teacher makes you excited to know what we're going to do. I like being able to work at my own pace and if I'm stuck, the teacher will help me.

5. The worst class I've taken here is... because...

#1 - Social studies. The teacher's kind of awkward/different I don't think she likes talking much. I like the math teacher. Everything is on Zoom.

#2 – I like credit recovery. But in that period, we just catch up. I've been here three weeks.

6. To improve Camp Kemp's school, I'd recommend...

#1 - Would like the teachers in person. On Zoom to ask for help, you have to do it in front of everyone. I don't like other students to know I'm asking for help.

#2 – In-person teaching

7. I worry that...

#1 – My grades are good here. If I go back to regular school, I feel I'd be stuck. Everyone else would be more advanced.

#2 – Sometimes I worry I won't get work in on time, but the teacher always gives us an extra day if we need it.

8. I'd like it if...

#1 – If the teacher was there in person.

#2 – I don't know. I think I'd like it if we did more things by hand. I like writing more than I like typing.

9. Are Spanish speakers supported?

#1 – They have a Spanish class, but I already know Spanish.

#2 – We take Spanish on Wednesdays.

10. What access to computers do you have?

#1 – We only get to do Google Classroom. Everything's restricted. Everything you need for schoolwork they let you go on it.

#2 - We only get them in school time. We don't really get homework. We do things mostly in class. We can take it to the dorm if it's on paper.

11. Have you been here before, and if so, what was your transfer back to regular school like?

#1 – When I went back to school, they just gave me a therapist. I didn't feel comfortable with her, because she was part of the school. (There was no lag between her release and starting regular school because she was still enrolled in her home school.)

#2 - None

12. Do you have an IEP? If so, is it being followed?

#1 – Yes. I get more help. They don't have all my records yet. They are talking about an IEP.

#2 – Don't have one

13. Do you have a transition plan back to regular school?

#1 – After the six months here, we have Girls Empowerment and will come back to Kemp for a couple of months.

#2 - Not yet. I have to do 6 months here and then do 6 months day school here.

14. Other things I think you should know are.....

#1 – Nothing

#2 - No

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.