



**JUVENILE JUSTICE COMMISSION
ANNUAL EDUCATIONAL PROGRAM REVIEW & EVALUATION
HILLCREST SCHOOL - JUVENILE HALL
2023-2024**

FACILITY NAME: Hillcrest School – Juvenile Hall		
FACILITY ADDRESS: 400 Paul Scannell Dr. San Mateo, CA 94402		
SCHOOL PHONE NUMBER: (650) 312-5302		
DATE EVALUATED: September 24, 2024		
EVALUATION PERIOD: August 1, 2023 - July 31, 2024		
CHECK THE FACILITY TYPE AS DEFINED IN TITLE 15, SECTION 1302	JUVENILE HALL X	CAMP
EDUCATION PROGRAM EVALUATION	DEFICIENCIES OR NON-COMPLIANCE ISSUES NOTED <input type="checkbox"/> YES <input type="checkbox"/> NO	
EDUCATION PROGRAM EVALUATOR(S): <ul style="list-style-type: none">● Ameya Nori, Commissioner (Educational Evaluation Lead) (650) 505-8939● Karin Huber-Levy, Commissioner: (650) 773-8707● Jennifer Blanco, Commissioner: (650) 834-3038● Johanna Rasmussen, Commissioner: (650) 537-3545		
PRESIDING JUVENILE COURT The Honorable Susan I. Etezadi		
SAN MATEO COUNTY SUPERINTENDENT OF SCHOOLS Nancy Magee		



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HILLCREST EDUCATORS

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Julie Naested
Teacher, English and Study Skills
Roger Wroblewski
Teacher, Math and Science

ABOUT THE FACILITY

Hillcrest is a year-round court school operated by the San Mateo County Office of Education (SMCOE) in accordance with Title 15, Section 1370, Title 1, and the California Education Code, and with WASC certification. Court schools are mandatory and serve students who have been ordered by juvenile court to probation department programs. Hillcrest, located inside the Youth Services Center, educates youth who are detained in San Mateo County's Juvenile Hall. In the past, students had remained in Juvenile Hall for relatively short periods of time, but with changes to admission policies and the passage of AB823 (the Department of Juvenile Justice was closed as of July 1, 2023, and youth are now held in county facilities until age 25), a significant number of students will be detained for longer periods; some youth will remain in detention for years.

This report is part of the San Mateo County Juvenile Justice Commission (SMCJJC) mandated annual inspection of juvenile detention facilities in its role as representatives of the community. It is submitted as part of the SMCJJC's Youth Services Center inspection report to BSCC, the Board of Supervisors, and the San Mateo County juvenile court judges.

It is the responsibility of the County Superintendent of Schools to provide an annual evaluation of the facility's court school program with certification that the program meets Title 15 Standard and California Education Code requirements. For the 2022-23 school year this evaluation was conducted by the Santa Cruz County Office of Education.



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EXECUTIVE SUMMARY

SMCJJC has the responsibility to inspect the Youth Services Center and evaluate the educational programming provided there from a community perspective, taking into account the difficulties of providing education services in a detention facility. SMCJJC represents the public conscience in the best interests of incarcerated youth, serving as proxies for parents and the larger community who do not have access to schools operating within the juvenile detention facility. This year, our four-member evaluation team included a Trustee on the San Bruno Park School Board, an Attorney, a Sequoia Union High School District student, and the parent of a former Hillcrest student.

On the date of our visit to Hillcrest (September 24, 2024), 14 students were in attendance (13 High School/ 1 Middle School). Six of these students are English Learners (ELs). We also observed students from the SOARR program who were participating in college level courses.

Overall, SMCJJC continues to have concerns about the quality of education available to our youth in detention and its implications for these youth as they transition out of detention back to their home schools and communities.

SMC Court and Community Schools are now facing a second consecutive year without a principal. We have also noted that some teachers with single-subject credentials are teaching subjects outside their authorization areas; we were informed that all teachers are appropriately credentialed per alternative education requirements. There are currently no teachers with subject-specific certifications to teach Science, Physical Education, and Career Technical Education (CTE), although no CTE classes are currently being offered at the school.

We commend the school for creating an emotionally supportive learning environment, recognizing that this has been an area of significant investment by SMCOE. We have observed that the students who have been at Hillcrest for extended periods of time demonstrate strong agency over their academic endeavors. Students often finish high school and enroll in classes at local community colleges. We noted that many students in the current cohort are ambitious and have created opportunities for their own learning. However, data on student learning and our overall impression is that the school is not providing a “rigorous, quality” educational experience promised by Title 15, Section 1730 and Ca. Educ. Code § 48645(d) despite deep commitment by teachers and staff. We have confidence that SMCOE is aware of the challenges and working towards this objective.



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Student learning is critical to improving outcomes for detained youth. This report provides our observations and recommendations for changes to the learning environment to support student learning.

AREAS OF CONCERN

1. **Staffing:** Faculty demonstrate high adaptability and resilience given the challenges inherent in this learning environment. However, staffing is fragmented. Staff rotate through multiple school sites each day. The Physical Education Teacher position continues to be filled by the Social Studies teacher for a second year. A new principal was hired for 2024-25, but was placed on leave within weeks of the start of the school year. A review of past staffing suggests that inconsistent staffing is a chronic issue for SMCOE to address.
2. **Suspensions & Classroom Removals:** Teachers report that probation staff frequently remove students from classrooms without consulting school administration. This practice interferes with the teachers ability to teach, is unresponsive to behavioral accommodations provided in students' IEPs, and disruptive to the class. On their face, these actions appear inconsistent with the stated understanding between Probation and SMCOE that, except in emergencies, it is the principal (or school administration if there is no principal), in consultation with teachers, who is to make the determination to suspend or remove a student from class.
3. **Secure Youth Track Facility (SYTF) Programming:** The OYCR document "[Building Higher Education Pathways for Secure Treatment Youth in California: A Call to Action](#)" provided recommendations for creating effective SYTF educational programming. At Hillcrest, high school graduates are provided use of the computer lab classroom to complete community college coursework. A probation officer is stationed at the door to the room to observe and maintain order. Many of these students also have had documented learning challenges but there are no teachers, aides, or specialized support staff to assist them. Students complete their course modules in cubicle-like stations lining the walls. The space seems lacking in academic stimulation, however students appeared eager to learn and committed to achieving their academic goals. The introduction of a paraeducator and targeted aesthetic enhancements would ensure students receive the support needed to transform the space into a vibrant learning hub that fosters academic success and supports students' transition back to their communities..
4. **Parent & Family Engagement:** Title 1 requires that a Parent and Family Engagement Policy (parent handbook) be made available to parents in both English and Spanish. Digital copies of the parent handbook



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are missing from the SMCOE website and printed copies could not be located. None of the parents we interviewed had received a copy of the parent handbook.

5. **Public Reporting:** SMCOE needs to identify services in the Single Plan for Student Achievement and Local Control and Accountability Plan by site. The current format suggests that a program only offered at one site is available at other sites and, at times, groups learning outcomes together although the populations at Hillcrest, Camp Kemp, Canyon Oaks, and Gateway differ. Other COE's issue unique reports by school.
6. **Failure to Support & Track Student Re-Enrollment Upon Release:** Hillcrest students and their families have long encountered significant challenges and prolonged delays when attempting to enroll in school upon their release. While re-enrollment data is tracked by the SMCOE, the Commission has been unable to obtain this information despite multiple requests. The issue has become such a chronic problem that the Stanford Law Center, in collaboration with the Private Defender Program, stepped in to assist students and families with enrollment during this evaluation period.

JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION

REVIEWED	YES	NO	N/A	COMMENTS
1370. Education Program 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	<input type="checkbox"/>	<input type="checkbox"/>	
The school and facility administrators shall develop and implement written policy and procedures to ensure communication and coordination between educators and probation staff.	<input type="checkbox"/>	X	<input type="checkbox"/>	The policies must exist in written form and have not existed since this requirement was added to Title 15. This was also noted in the prior inspection cycle.



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<p>Required elements: The facility school program shall comply with the State Education Code and County Board of Education policies.</p>	X	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Youth shall be provided a rigorous, quality educational program that responds to the different learning styles and abilities of students and prepares them for high school graduation, career entry, and post-secondary education.</p>	<input type="checkbox"/>	X	<input type="checkbox"/>	<p>Teachers apply differentiated learning modalities.</p> <p>We continue to have concerns relating to academic rigor and outcomes.</p> <p>SMCOE set new learning outcomes in the 2024-25 LCAP without providing data about the attainment of past learning objectives as is required and without providing new metrics for evaluating success. No data was available.</p> <ul style="list-style-type: none"> ● Instructional objectives and strategies are not sufficiently differentiated. ● The SMCJJC continues to be concerned about outcomes as described in the Review of Court School Assessment Data (2023). ● Science and social studies texts are 17 years old. SMCOE is in the process of embarking on a curriculum pilot for Board adoption this year. ● The Science teacher does not have subject matter authorization to teach Science. The teacher teaching PE does not have subject matter authorization to teach PE. ● Teachers reported that the paraeducators/ instructional aide(s) are not trained in the needs of Special Education students. ● The student population at the juvenile hall is expanding in diversity and challenges.



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				Students range from Middle School (7th grade) to college (sophomores).
The course of study shall comply with the State Education Code and include, but not be limited to, courses required for high school graduation.	<input type="checkbox"/>	X	<input type="checkbox"/>	<p>The high school program is limited to courses required for high school graduation.</p> <p>While SMCOE held a small CTE-oriented training during the last school year, there is still no meaningful and engaging CTE program in place for students.</p> <p>Edgenuity is used for credit recovery. Short-term students may log into the Edgenuity platform of their home school to continue their coursework. This is very helpful progress in improving the transition back to home school experience.</p> <p>Juvenile hall schools are not required to offer “comparability of services” under Title 1 part A. However, providing enrichment opportunities, tutoring (which disappeared during COVID-19), Career and Technical Education (CTE) and certifications, and engaging extracurricular activities would be valuable and impactful additions to support youth in their rehabilitation and ultimate transition back to their communities.</p>
Information and preparation for the High School Equivalency Test as approved by the California Department of Education shall be made available to eligible youth.	X	<input type="checkbox"/>	<input type="checkbox"/>	
Youth shall be informed of post-secondary education and vocational opportunities.	X	<input type="checkbox"/>	<input type="checkbox"/>	School counselor Lauren Sneed does an excellent job advising and preparing students for community college.



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<p>Administration of the High School Equivalency Tests as approved by the California Department of Education, shall be made available when possible.</p>	X	<input type="checkbox"/>	<input type="checkbox"/>	<p>No students took High School Equivalency Tests during this evaluation period.</p>
<p>Supplemental instruction shall be afforded to youth who do not demonstrate sufficient progress towards grade level standards.</p>	X	<input type="checkbox"/>	<input type="checkbox"/>	<p>Two Teacher on Special Assignment positions were added last year to provide additional instruction and support, and specifically to address behavioral issues prior to suspension.</p> <p>We are not able to evaluate whether grade level standards were met, as this data was not provided to us.</p>
<p>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.</p>	X			<p>Juvenile court schools require a minimum instructional day of 240 minutes – Hillcrest meets this requirement.</p> <p>Codes, court, therapy and student-selected non-attendance interfere with the time afforded for the instructional day.</p> <p>Teachers report that students are routinely pulled from class by probation staff and BHRS clinicians. Students’ academic attendance must be prioritized.</p>



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<p>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).</p>	X			<p>SMCOE put multiple interventions into place during the last school year (including two new TOSA positions) to address a high suspension rate.</p> <p>As a result, Hillcrest is no longer in Comprehensive Support and Improvement (CSI) status. (There had been 34 instances in the 2022/23 school year when students were excluded from school for behavioral reasons.)</p>
<p>Recommendations</p>	<ol style="list-style-type: none"> 1. Put in place robust and engaging Career and Technical Education and Certification programs. 2. Resume tutoring (which was halted due to COVID-19) 3. Provide enrichment and extracurricular opportunities. 			
SCHOOL DISCIPLINE				
REVIEWED	YES	NO	N/A	COMMENTS
<p>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.</p>	X			<p>The positive relationships between students and faculty is a key strength of Hillcrest and is a significant accomplishment.</p> <p>5-Star PBIS is effectively implemented through professional learning communities, and “plan, do, study, act” cycles. School climate is a typical challenge in court schools, furthermore, <u>positive SEL is suggested to be protective against learning loss.</u></p>



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<p>School staff shall be advised of administrative decisions made by probation staff that may affect the educational programming of students.</p>	<p>X</p>		<p>Teachers reported that certain probation staff (ISM's Ramirez and Richwood) routinely remove students from classrooms without consulting teacher(s) or school administrators.</p> <p>Teachers informed us that this practice interferes with their ability to teach students, many of whom have IEP's with accommodations to address behavior while remaining in class. Removing students in this manner also disrupts the entire class when it occurs, which can be several times a week.</p> <p>A standing agreement exists between the Probation and School Departments stating that, except in emergency situations (code), the decision to remove students from the classroom will be made by the principal in consultation with the teacher(s).</p>
<p>Except as otherwise provided by the State Education Code, expulsion/suspension from school shall be imposed only when other means of correction fails to bring about proper conduct. School staff shall follow the appropriate due process safeguards as set forth in the State Education Code including the rights of students with special needs. School staff shall document the other means of correction used prior to imposing expulsion/suspension if an expulsion/suspension is ultimately imposed</p>			<p style="text-align: center;">X</p> <p>We have serious concerns that suspensions are not being handled appropriately.</p> <p>The number of suspensions which occurred during the 2023-24 school year has not been disclosed to us. In answer to our request for a written description or policy of what "other means of correction" for suspension entails, we were provided with a verbal description of multiple supports that were put in place by SMCOE in order to address high suspension incidents in the 2022-23 school year, and confirmed that Hillcrest is not currently in CSI status.</p>



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<p>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.</p>	X			<p>There is no written policy in place, however there are a variety of procedures for communicating and addressing student absences, including structures to ensure that those needs are communicated across shift changes. SMCOE are continually in communication with facility staff regarding student absences, have a weekly standing MDT meeting, and a daily standing morning meeting with school staff.</p>
<p>Recommendations</p>	<ol style="list-style-type: none"> 1. Reduce classroom removals by ensuring the Probation Department consistently adheres to established agreements and protocols. 2. Ensure adequate accommodations are in place to prevent students with identified behavioral challenges from being unnecessarily removed from the classroom. 			
PROVISIONS FOR SPECIAL POPULATIONS				
REVIEWED	YES	NO	N/A	COMMENTS
<p>State and federal laws and regulations shall be observed for all individuals with disabilities or suspected disabilities. This includes but is not limited to child find, assessment, continuum of alternative placements, manifestation determination reviews, and implementation of Section 504 Plans and Individualized Education Programs.</p>	X			<p>Many accommodations are available, including extra time for and shortened assignments, alternative settings for testing (separate room), calculators, use of computers for most things, graphic organizers and support with executive functioning.</p> <p>However, for students with moderate to severe needs, the school is not equipped to provide the IEP accommodations as written.</p>



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<p>Youth identified as English Learners (EL) shall be afforded an educational program that addresses their language needs pursuant to all applicable state and federal laws and regulations governing programs for EL students.</p>	X			<p>Typically, approx. 30% of detained students are EL.</p> <p>The strategy outlined in the LCAP is to train the Principal in English Learner pedagogy, to train the Assistant Principal in proctoring the English Language Proficiency Assessments for California (ELPAC), and to use a paraeducator to provide more individualized support for English Learners.</p> <p>English Learners are provided support through the Board-adopted ELA curriculum which has an ELD component to it. Teachers are trained to develop English language skills through their methodology. In the past, the school had an EL specialist.</p> <p>The school has a bilingual family counselor, who has been on staff since October 2023.</p>
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EDUCATIONAL SCREENING AND ADMISSION

REVIEWED	YES	NO	N/A	COMMENTS
Youth shall be interviewed after admittance and a record maintained that documents a youth's educational history, including but not limited to:	X			
School progress/school history;	X			
Home Language Survey and the results of the State Test used for English language proficiency;	X			



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Needs and services of special populations as defined by the State Education Code, including but not limited to, students with special needs;	X			
Discipline problems;	X			
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			Students are immediately enrolled, but do not attend school for 2-3 days. Students are provided a paper-based work packet.
After admission to the facility, a preliminary education plan shall be developed for each youth within five school days.	X			We received and reviewed the document "Multi-tiered system of Supports - Individual Learning Plan and Student Progress Monitoring" (copy attached) , which combines a preliminary educational plan with follow up on differentiated learning objectives.
Upon enrollment, education staff shall comply with the State Education Code and request the youth's records from his/her prior school(s), including, 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			



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Parent-Student Handbook		X		We were informed that this is currently being revised.
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EDUCATIONAL REPORTING

REVIEWED	YES	NO	N/A	COMMENTS
The complete facility educational record of the youth shall be forwarded to the next educational placement in accordance with the State Education Code.	X			We received and reviewed a copy of the “Hillcrest Education Transition Plan” document (attached). We were advised by the Academic Counselor that Mr. Jonas Barbour, Coordinator, Transition Services for Court & Community Schools is providing support to youth in transition back to home schools, coordinating with Department of Rehabilitation (which provides specialized services including paying for college tuition, books, supplies and parking permits, career assessments and counseling, career education and training, assistive technology) and following up with parents.
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			The Commission hears that students are still not getting units that transfer, particularly for partial course credit. Receiving schools are required by Title 1 to accept full and partial coursework completed in a court school. This is an ongoing issue, noted in past inspections.

TRANSITION AND RE-ENTRY PLANNING

REVIEWED	YES	NO	N/A	COMMENTS
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<p>The Superintendent of Schools and the Chief Probation Officer or designee, shall develop policies and procedures to meet the transition needs of youth, including the development of an education transition plan, in accordance with the State Education Code and in alignment with Title 15, Minimum Standards for Juvenile Facilities, Section 1355.</p>		X		<p>Policies continue to be under development. We received and reviewed a copy of the Hillcrest Education Transition Plan. We are missing data about the transition needs of youth. SMCOE was scheduled to present this to the SMCJJC in January 2024, but did not.</p>
<p>School Enrollment - Post Release</p>	X			<p>In 2023, the Stanford Law Center (in partnership with the Private Defender Program) began to assist students with enrollment in school upon their release from juvenile hall. Hillcrest students and families have historically faced challenges and extensive delays when returning to their home schools.</p>
POST-SECONDARY EDUCATION				
REVIEWED	YES	NO	N/A	COMMENTS



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<p>The school and facility administrator should, whenever possible, collaborate with local post-secondary education providers to facilitate access to educational and vocational opportunities for youth that considers the use of technology to implement these programs.</p>	X		<p>Post-secondary academic opportunities are available to long term and Secure Track students who have graduated from high school. Secure Track students also have access to online programs offering certification in Personal Training (ISSA) and IT (Coursera) made available through their court ordered Individualized Rehabilitation Plans (IRP) that are funded by the Probation Department.</p> <p>One long-term youth transitioning out of juvenile hall was able to leave the facility to attend one class at the College of San Mateo.</p> <p>It would be helpful to encourage and facilitate concurrent college enrollment for longer term high-school students at Hillcrest.</p> <p>Post-secondary classes are held with mainstream, non-detained students. As professors may not be aware of detained students' status, any absences due to facility operations are especially problematic for these students, in addition to missed coursework</p>
Classroom Teachers, Aides & Support Staff		X	<p>There are no teachers, aides, tutors, or support staff assigned to the computer lab where college students take their online classes.</p>
Special Education Support & Accommodations		X	<p>There are no accommodations or supports in place in the computer lab where college students take their online classes.</p>
Technology & Internet Access	X	X	<p>Students lack <u>consistent</u> access to computers, laptops, and printers. Internet restrictions prevent students from accessing websites needed to participate and complete coursework on time.</p>
Post-Secondary Educational Space	X		<p>Post-secondary students take online classes in the computer lab classroom.</p>



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<p>Obstacles to Student Success</p>	<p>In interviews with teachers, we were informed of teachers’ concerns of instances of probation staff (ISM’s) not acting in a manner which prioritizes the secondary education efforts of students, for example, not providing students with access to the tools and support they need to succeed.</p> <p>There is no designated staff person available to support college students in the computer lab classroom.</p> <p>There are no educational support and accommodations in place for students with learning challenges.</p> <p>Students have no access to the school department building or computers during non-school hours, weekends, holidays, and summer break.</p> <p>Internet security settings are too restrictive and block access to the websites students need to successfully participate in classes and complete their course work.</p> <p>Students have inconsistent access to desktop and personal laptop computers in the housing unit which leads to missed classes, delays in completing assignments, inadequate study time for exams, and even missed exams. We were informed that as a result students have had to drop or withdraw from classes to protect their GPAs and maintain financial aid eligibility.</p> <p>In cases of computer-related rule violations, students reported that probation staff have frequently imposed restrictions on use of computers and the internet on all students, regardless of individual involvement in the violation. These broad punitive measures negatively impact students’ ability to achieve their educational goals. Among the six college students interviewed, two reported that these restrictions have postponed their graduation by an entire semester.</p>
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CAREER & TECHNICAL EDUCATION

REVIEWED	YES	NO	N/A	COMMENTS
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CTE Programs		X	<p>Probation purchased Paxton & Patterson Construction Modules (a \$70k CTE program) to support the effort to provide programming to SYTF youth. Unfortunately, implementation of this program to SYTF youth has been delayed and is currently on hold until Probation and SMCOE come to an agreement on who will implement, manage, and staff the program.</p>
Credentialed Teachers		X	<p>Hillcrest did not have a credentialed CTE teacher during this evaluation period.</p>
Comments	<p>It is disappointing and concerning that robust and engaging CTE programs are not being made available to long-term & SYTF students at Hillcrest.</p> <p>This seems to be due to not having a credentialed CTE teacher on staff, as well as the apparent lack of coordination and agreement on responsibility to provide CTE programming (ie. stalled negotiations between SMCOE and Probation in implementing the Paxton & Patterson program), and lack of any further identified programming.</p>		
Recommendations	<ol style="list-style-type: none"> 1. Hire a credentialed CTE teacher 2. Identify further CTE programming 3. Resolve any issues standing in the way of implementing the Paxton & Patterson construction modules program. 		



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SIGNATURES OF JUVENILE JUSTICE COMMISSIONERS PREPARING THIS REPORT:

Commissioner Ameya Nori

Date: November 15, 2024

Commissioner Karin Huber-Levy

Date: November 15, 2024

Commissioner Johanna Rasmussen

Date: November 15, 2024

Commissioner Jennifer Blanco

Date: November 15, 2024



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Classroom Observations 9/24/2024

Hillcrest

The evaluation team observed students in English, Study Skills, Social Studies, and P.E. classes at Hillcrest.

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

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

During Social Studies class, students watched a video on civil rights, located various countries on the life size map on the classroom wall, and played "Jeopardy". Students were engaged in each of the lessons.

Study Skills class provided tutoring to students.

Educational Cohorts

There were three educational cohorts during this evaluation period. Two high school cohorts and one college cohort.



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Academic Plans for Students with High School Diploma or Equivalency Certificate

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

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

Skyline College’s Academic Counselor meets regularly with the graduates for:

- Course selection
- Course management
- FAFSA
- Online Tutoring
- Ordering of college snacks (quite the hit!)

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

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

College Students Transitioning From Juvenile Hall

Students participating in the Phoenix Re-Entry program are eligible to attend college classes both in-person and online at the College of San Mateo. During this evaluation period one long-term youth was enrolled in this program.

San Mateo County Juvenile Justice Commission

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



**JUVENILE JUSTICE COMMISSION
ANNUAL EDUCATIONAL PROGRAM REVIEW & EVALUATION
HILLCREST SCHOOL - JUVENILE HALL
2023-2024**

SMCOE Court & Community School Staff

Administration, Academic Counselor, SpEd Teacher, and TOSA

- Perform check-ins (social-emotional)
- Provide supervision coverage when Probation is short-staffed
- Provide graduates access to the internet for their courses
- Print assignments and materials for graduates
- Help graduates with basic organization, assignments, essays, etc.
- Explore higher education pathways with students
- Support Special Education teacher in helping students with IEPs sign up for services offered through the Department of Rehabilitation.
- Act as liaison between the Community Colleges, School Counselor, and the Probation Department.
- Ensure management and upkeep of the computer lab where the graduates spend most of their time
- Attend weekly MDT meetings to discuss student needs and supports
- Attend monthly IRP meetings for Secure Track students
- Coordinate with college counselors on enrollment, financial aid, school supplies, etc.

Probation Staff

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



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Requested Documents For 2023-2024 Educational Inspection

1. A sample preliminary educational plan for Hillcrest (Title 15 § 1370(e))
2. A sample educational transition plan for a non-IEP Hillcrest youth (Title 15 § 1370(g))
3. A copy of the student exit survey for Hillcrest (mentioned in WASC documents)
4. A sample “other means of correction” for a suspension initiated by a GS
5. A description of positive behavioral management used in juvenile hall if it already exists in written form (Title 15 § 1370(c))
6. Parent Annual Notification booklet for Hillcrest and Kemp in English and Spanish
7. Identified learning outcomes or objectives differentiated for all students and for students who have been at the facility for more than x days
8. LCFF budget overview for parents
9. Any Uniform Complaint Procedure, Williams Act, or ESEA complaints since the last inspection for juvenile hall
10. Most recent LCAP
11. [WASC](#)



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San Mateo County Office of Education 2024- 2025 LCAP

Document Link:

[https://go.boarddocs.com/ca/smcoe/Board.nsf/files/D6FRQU6EB853/\\$file/6.C.2024-2025%20Proposed%20LCAP%20-%20Final%20Version.pdf](https://go.boarddocs.com/ca/smcoe/Board.nsf/files/D6FRQU6EB853/$file/6.C.2024-2025%20Proposed%20LCAP%20-%20Final%20Version.pdf)

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

Hillcrest Educational Transition Plan



SAN MATEO
COUNTY
OFFICE OF
EDUCATION

Youth Name: _____ Date of Birth: _____

Date of Plan: _____ Facility: _____

Case Manager/Educational Liaison: _____

Anticipated Release Date: _____ Current Grade Level: _____

Special Education Status, if applicable (Yes/No; specify IEP or 504 plan): _____

Career Interests: _____

I. Education History

- Previous Schools Attended: _____

- Educational Achievements: _____

- Areas of Strength: _____

- Areas of Need: _____

2. Current Educational Status

- Current Coursework: _____

- Credits Earned During Incarceration: _____

- Behavioral and Attendance Record: _____

3. Transition Goals

- Short-Term Educational Goals

- Goal 1:

- Goal 2:

- Long-Term Educational Goals

- Goal 1:

- Goal 2:

4. Support Services Required

- Academic Support (list any tutoring, mentorship, or additional instructional support needed):

- Behavioral and/or Social-Emotional Support (counseling, behavioral intervention plans, or social-emotional support needed):

- Special Education Services (detail any accommodations, modifications, or services required under IEP/504):

5. Re-Enrollment Plan

- Target School/Program for Re-Enrollment (School Name/Program, Address, Contact Person):

- Enrollment Date (Anticipated date of re-enrollment):

- Transportation Plan (Detail transportation arrangements, if necessary):

6. Collaboration with Outside Agencies

- Probation Department (Contact Name, Role, and Details on Coordination):

- Mental Health Services (Contact Name, Role, and Details on Coordination):

- Social Services (Contact Name, Role, and Details on Coordination):

7. Family and Community Involvement

- Family Engagement Plan (strategies for involving family in educational planning and support):

- Community Resources (list any community organizations, mentors, or resources available to support the youth):

8. Monitoring and Follow-Up

- Progress Monitoring (how and when progress will be monitored post-release):

- Check-In Schedule (regular check-ins with case manager/educational liaison):

- Plan Review Date (date when the plan will be reviewed and updated, if necessary):

Signatures:

- Youth: _____ Date: _____

- Case Manager/Educational Liaison: _____ Date: _____

- Parent/Guardian: _____ Date: _____

- School Representative: _____ Date: _____

- Probation Officer: _____ Date: _____

Appendix:

- Documentation of Special Education Status (if applicable)

- Copies of Transcripts and Credits Earned

- Contact Information for Support Services



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San Mateo County Office of Education

Multi Tiered System of Supports

Individual Learning Plan & Student Progress Monitoring

Name (Last, First, M.)	Stu. ID:	Date of Birth	Grade	IEP_____
School	Language Classification:	Language	Classification Date	

Student Data									
CAASPP			ELPAC			Local Assessment Data		Attached Documents:	Is the student on track to meet graduation requirements?
ELA	Math	Science	Oral Lg.	Written Lg.	Overall			<input type="checkbox"/> Report Card/Transcript <input type="checkbox"/> Writing Sample <input type="checkbox"/> _____	Credits Earned: _____ Credits Needed: _____
Date									
Score									

Student strengths and successes	Student needs based on initial data

	Academic Support Examples	Social Emotional/Health Support Examples	Behavioral Support Examples
Tier 1 Supports	<ul style="list-style-type: none"> • Teacher proximity • Increase check for understandings • Multiple/flexible groupings • Extended time • Manipulatives • Graphic organizers • Language Development Strategies • Check-in on grad status • Increase scaffolds and/or discourse opportunities • Set objectives and provide feedback • Vary student response opportunities • Increase visuals, charts, models • Reteach and reassess • Re-entry Plan Check In • Technology tools • Adjust collaboration opportunities • Primary language reference materials • Monitor, revisit, and adjust goals • Teacher/home correspondence • Reengagement activities • Other: _____ 	<ul style="list-style-type: none"> • Clear consistent routines with visual aids • Vision/Hearing accommodations • Referral to Wellness Center • Effective Solutions connection • Classroom meetings • Other: _____ 	<ul style="list-style-type: none"> • Clear consistent routines with visual aids (PBIS) • Review rules and routines • Routine reteaching of expectations • Reinforcement with 5 Star check ins • Increase teacher proximity • Multisensory techniques/tools • Other: _____
Tier 2 Supports	<ul style="list-style-type: none"> • Varied texts/assignments • Additional time in small group w/teacher or IA • Academic contracts (meet with student to review progress, set goals, and plan of action) • Copies of notes • Small group/1:1 reteach/reengagement activities • Peer tutoring/support • Weekly check ins with teacher • Extended day opportunities • Online supplemental programs • Executive functioning skills support • Other: _____ • Student Conference with Counselor • Credit recovery enrollment • Preferential seating • Extended time on assignments • Peer mentor support • Alternate seating options • Other: _____ • Referral to partner agency 	<ul style="list-style-type: none"> • Small group SEL Support • School SEL Support • Homeless Liaison • Weekly Check in and connect • Weekly behavior correspondence • Setting goals for personal SEL support 	<ul style="list-style-type: none"> • Weekly behavior log • Small group behavior review • Alternate/modified break • Increased Positive reinforcement plan • Student Conference with Counselor • Cool down/ Transition time • Student/Parent Classes • Peer mentor support • Alternate seating options • Other: _____



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Multi Tiered System of Supports

Individual Learning Plan & Student Progress Monitoring

Tier 3 Supports	<ul style="list-style-type: none"> • Daily check-ins with teacher • Extended day Opportunities 	<ul style="list-style-type: none"> • Tutor • Referral for SpEd. • DOR Eligibility Review and Referral 	<ul style="list-style-type: none"> • Other: _____ • 	<ul style="list-style-type: none"> • Daily check-in and connect • Daily behavior log • Referral for SpEd. 	<ul style="list-style-type: none"> • Homeless liaison • Individual SEL Support Plan • Other: _____ 	<ul style="list-style-type: none"> • Behavior log • 1:1 behavior review • Alternate/modified breaks 	<ul style="list-style-type: none"> • 504 plan (if qualifies) • Referral for SpEd. • Other: _____
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Meeting Date	Notes and Supports Provided (who, when, what, how, and measurement)	Progress Notes (Every 4-8 Weeks)
End of Year Summation		
End of Year Summation		
End of Year Summation		



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Multi Tiered System of Supports

Individual Learning Plan & Student Progress Monitoring

Initial Meeting #1 Date: _____ **Time:** _____

Participant's Signatures

Student: _____ Parent/Guardian: _____ TOSA: _____

Administrator: _____ Teacher: _____ Additional Staff: _____

Additional Staff: _____ Additional Staff: _____ Additional Staff: _____

Student Progress Monitoring Plan Status		
_____ Student has not yet shown adequate progress. Supports need to be revised/modified.	Please note revised/modified items in notes	
_____ Student has continued to not show adequate progress. Student is referred for an SST	SST Meeting Date/Time:	
_____ Student is making some progress. Continue with the current plan with a scheduled follow-up meeting	Follow-up Meeting Date/Time:	

Follow-Up Meeting: Date: _____ **Time:** _____

Participant's Signatures

Student: _____ Parent/Guardian: _____ TOSA: _____

Administrator: _____ Teacher: _____ Additional Staff: _____

Additional Staff: _____ Additional Staff: _____ Additional Staff: _____