**JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION**

**Juvenile Halls and Camps**

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| FACILITY NAME:Mother Lode Regional Juvenile Detention Facility | COUNTY: Tuolumne |
| FACILITY ADDRESS (STREET, CITY, ZIP CODE, TELEPHONE):12784 Justice Center Drive, Sonora, CA 95370 |
| CHECK THE FACILITY TYPE AS DEFINED IN TITLE 15, SECTION 1302  | JUVENILE HALLYes | CAMPYes |
| DATE EVALUATED: 07/27/2023 |
| EDUCATION PROGRAM EVALUATOR(S) (NAME, TITLE, TELEPHONE):Karen Vail, Superintendent, Calaveras County Office of Education, (209) 736-6008Jared Hungerford, Assistant Superintendent, Calaveras County Office of Education, (209) 736-4462 |
| EDUCATION STAFF INTERVIEWED (NAME, TITLE, TELEPHONE):Colleen Whitlock, Assistant Superintendent, Student Support Services, (209) 536-2075 Mike Arndt, Alternative Education Coordinator, (209) 200-4130Taylor Swaty, General Education Instructor, (209) 536-6731Kim Flower, Special Education Instructor, (209) 536-6731Jessica Carter, Counselor, (209) 536-2412Kayla Rolfe, Transition Specialist/Instructional Aide, (209) 536-6371Zack Abernathy, Tuolumne County Superintendent of Schools, (209) 536-2010  |

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 Titele15 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/>

**JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION**

| **1370. Education Program** | **YES** | **NO** | **N/A** | **COMMENTS** |
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| 1. **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 program complies with all California Education Code (CA Ed Code) requirements including the annual adoption of the Local Control Accountability Plan (LCAP) which provides Goals, Actions, and Services as they relate and apply to students at GREC and the Tuolumne County Board of Education has adopted current policies and administrative regulations in order to effectively serve the needs of the students at the school site. Board policies (BP) and Administrative Regulations (AR) have been adopted and can be found at http://gamutonline.net/ district/tuolumnecoe/Policy CategoryList/2436/5. Uniform complaint procedures are posted on the TCSOS website, in the classroom, and in the common areas so parents/guardians are informed of their rights. The school operates under Every Student Succeeds Act (ESSA) which is a federal law that provides support for students who are disadvantaged and high need. TCSOS reports under the program of Title I Part A (Support for students struggling with achievement), Title II Part B (Educator Effectiveness), and Title I Part D (Delinquent and Neglected Youth). By participating in these programs, the TCSOS and by extension GREC are subject to the Federal Program Monitoring process.  |
| The school and facility administrators shall develop and implement written policy and procedures to ensure communication and coordination between educators and probation staff. | X |  |  | There is a written communication and procedure policy as outlined in the multi-agency Memorandum of Understanding (MOU) signed August 24, 2016. Under Section IV of the MOU, communication and coordination protocols are delineated which ensures that information between education and Probation staff is effective. This MOU will automatically renew for successive one-year terms unless either party notifies the other of a request for revision or termination of the MOU.  |
| Culturally responsive and trauma-informed approaches should be applied when providing instruction.  | X |  |  | Specific strategies are used to support the learning needs of students which are culturally responsive and/or who have experienced trauma, including discovering and building on the student’s individual interests and competencies; maintaining predictable routines and expectations; maintaining expectations for the student that are consistent with those of his/her peers; and providing positive behavioral supports. Language-based teaching approaches are used to help students process information and alleviate their fears. Students who have experienced trauma often pay more attention to nonverbal cues than verbal communication, so multiple forms of communicating information and helping students identify and verbally express their feelings are a few strategies used to support learning.  |
| Education staff should collaborate with the facility administrator to use technology to facilitate learning and ensure safe technology practices. | X |  |  | Under Section IV of the MOU, communication and coordination protocols are delineated which ensures that information between education and Probation staff is effective. TCSOS BP 6163.4- Student Use of Technology is reviewed and signed by each student prior to classroom internet access. Students have one-one access to Chrome books and have access to secure websites.  |
| 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 |  |  | The facility Superintendent, Annie Hockett, requests an annual review of all components of GREC educational programming. The educational program has been evaluated every year as required. |
| Such a review, when conducted, cannot be delegated to the principal or any other staff of any juvenile court school site. | X |  |  | Reviewers are from the County Office of Education in Calaveras County.Karen Vail, Superintendent, Calaveras County Office of EducationJared Hungerford, Assistant Superintendent, Calaveras County Office of Education  |
| 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 |  |  | Since the instructional staff to student ratio has been low, we are able to provide an individualized course of study for each student. The Individualized Learning Plan is used upon entry into the school, each student is invited to participate in a meeting where the administrative staff works with the student to identify learning needs andopportunities, specialized services needed under 504, IDEA/IEP, and EL services based upon the practices and procedures identified in the TCSOS Student Intervention Guidelines. Student records request are sent within 24 hours of notification of a student's arrival at the facility.  |
| 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 |  |  | All educational staff participate in ongoing professional development in areas of trauma informed teaching, PBIS, and social/emotional best practices. |
| 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 |  |  |  |
| 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 |  |  | The course of study for GREC is outlined in County School Board Policies. Students who have been in contact with the Juvenile Detention system are also able to graduate under state minimum graduation requirement or take the GED/HiSET/CHSPE. In October of 2021, TCSOS invited the WASC team to GREC in order to participate in the re-accreditation process. A six year accreditation was received and is in effect until June of 2028. Students who have completed their high school graduation requirements are provided additional opportunities to further their education through on- line college enrollment, participating in on-line classes that are specific to their interests, ServeSafe certification, and other individualized opportunities. Each student's program is evaluated at a weekly Multidisciplinary Team Meeting (MDT) and is monitored through the development of the Transition Plan. Additionally, eligible youth being furloughed from the facility are afforded the opportunity to participate in the work force via a TCSOS issued work permit. |
| 1. 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 |  |  | Students are advised of the requirements for each test. Preparation material is provided to students upon request.  |
| 1. Youth shall be informed of post-secondary education and vocational opportunities.
 | X |  |  | TCSOS collaborates with Columbia Community College and Mother Lode Job Training to bring in staff on a regular basis to provide vocational and post-secondary education opportunities. In addition, TCSOS staff help to transition former GREC students into college and job opportunities via services provided by the TCSOS Transition Specialist.  |
| 1. Administration of the High School Equivalency Tests as approved by the California Department of Education, shall be made available when possible.
 | X |  |  | TCSOS is a GED/HiSET/CHSPE test center. Students are provided the test free of charge if testing is requested.  |
| 1. Supplemental instruction shall be afforded to youth who do not demonstrate sufficient progress towards grade level standards.
 | X |  |  | A small student to staff ratio allows for more individualized instruction. A resource teacher provides one-to-one and small group instruction to students who need additional help moving towards grade level standards.  |
| 1. 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 |  |  | The minimum school day is outlined in TCSOS Board Policy. The CDE requires an average over a ten- day period. To accommodate the attendance of the teacher at the MDT meeting on Wednesday mornings, the school is on a late start schedule. The school operates year-round, with a traditional calendar for August to June and two, twenty-day terms over the summer. (Attachment 5)  |
| 1. 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 |  |  | Students are provided all educational opportunities prescribed under state and federal law. These guidelines are found in the Student Intervention Guidelines Handbook created by TCSOS and staff are trained in the policies and procedures in this handbook. Educational instruction is provided through the Independent Study process when students are restricted in their settings. Student attendance at school can be adjusted based upon their Individualized Learning Plan. Adjusting student attendance can include Home/Hospital, Independent Study, and reduced day attendance per Tuolumne County School Board Policy.  |
| **(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 |  |  | The school discipline plan complements the facility's plan. Currently, the staff use a system based upon Positive Behavior Intervention and Supports (PBIS). In order to support effective implementation of the program, a PBIS team was created that have been receiving intensive training offered through a grant. The PBIS team that has attended the training includes Behavioral Health, Probation, and Education staff.  |
| 1. School staff shall be advised of administrative decisions made by probation staff that may affect the educational programming of students.
 | X |  |  | School staff meet each morning with Probation staff to check in on the status of the juveniles and to determine if there are any programming needs that must be addressed. In addition, the Superintendent of the Facility and the School Administrator meet frequently to discuss program needs.  |
| 1. 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 for students enrolled at GREC follow all CA Ed Code guidelines. The use of PBIS dramatically reduces the need for suspensions. Under Ed Code expulsion guidelines, the TCSOS County Board cannot identify a need to expel students from this program; however, all policies are updated and due process is provided.  |
| 1. 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 |  |  | Student attendance at school can be adjusted based upon their Individualized Learning Plan. Adjusting student attendance can include Home/Hospital, Independent Study, and reduced day attendance per Tuolumne County School Board Policy.  |
| **(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, manifestationdetermination reviews, and implementation of Section 504 Plans and Individualized Education Programs.
 | X |  |  | Students are provided all educational opportunities prescribed under state and federal law. These guidelines are found in the Student Intervention Guidelines Handbook created by TCSOS and staff are trained in the policies and procedures in this handbook. A special education teacher is employed by TCSOS to service GREC students.  |
| 1. 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 |  |  | Students are identified using a screening tool to identify a need for EL Services. The ELPAC (replaces the CELDT) are administered annually. Initial screenings are usually not needed due to the age of the student population; yet there are resources to provide this screening if necessary. |
| **(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 |  |  | Students meet with the Program Coordinator and/or School Administrator and are screened using a variety of tools. These tools help the school staff identify 504/IEP status, EL needs, school of enrollment prior to detention, and migrant status. Student records are requested within 24 hours of arriving at the facility (48 if arriving over the weekend). If a student has been identified as needing services under a 504/IEP, those staff members are contacted and appropriate placements are made. The education program uses the Let's Go Learn screening tool to gain an immediate measure of reading, language, and math abilities. This information is used to create a course of study. Immunization records are sent to the facility's nurse for review. When children are ready to end their stay, the Transition Plan is completed and a meeting with the staff at the school of next placement is arranged. This meeting is most often attended by the student, a parent/guardian, Probation, Behavioral Health, current education staff, and a representative from the next school placement. The GREC administrator works with the receiving school to ensure all partial credits are received, enrollment is completed as close to release as possible and not more than 3 school days, IEP/504 services are adjusted, and that all wrap around educational  |
| (A) School progress/school history; | X |  |  | See (e) (1). |
| (B) Home Language Survey and the results of the State Test used for English language proficiency; | X |  |  | See (e) (1). |
| (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 |  |  | See (e) (1). |
| (D) Discipline problems. | X |  |  | See (e) (1). |
| 1. 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 |  |  | School enrollment occurs upon admission, or the following business day if arriving on the weekend. |
| 1. After admission to the facility, a preliminary education plan shall be developed for each youth within five school days.
 | X |  |  | The education program utilizes the Renaissance screening tool to gain an immediate measure of reading, language, and math abilities. This information is used to create a course of study and is immediately linked with the Freckle program which incorporates the individual learners reading, language, and math skills into an online academic skills enhancement platform. Additionally, the education plan (ILP) is created at the first meeting with the student and is reviewed frequently.  |
| 1. 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 |  |  | Student records are requested within 24 hours of arriving at the facility ( 48 if arriving over the weekend).  |
| **(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 |  |  | School records are forwarded to the school at the Transition meetings. Additional records are sent to the school registrar prior to enrollment. A site visit from the GREC administrator takes place when the student is transferring to an in-county school site during the same week of enrollment. Follow-up occurs for at least 90 days.  |
| 1. 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 |  |  | While there is no MOU with in-county high school LEAs, all school accept partial credits. TCSOS assigns partial credits via the work contract that is designed to track continuous progress.  |
| **(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, in accordance with the State Education Code and in alignment with Title 15, Minimum Standards for Juvenile Facilities, Section 1355.
 | X |  |  | There is a written communication and procedure policy as outlined in the multi-agency Memorandum of Understanding (MOU) signed August 24, 2016. Under Section IV of the MOU, communication and coordination protocols are delineated which ensures that information between education and Probation staff is effective. This MOU will automatically renew for successive one-year terms unless either party notifies the other of a request for revision or termination of the MOU.  |
| **(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 |  |  | TCSOS collaborates with probation, Columbia Community College and Mother Lode Job Training to bring in staff on a regular basis to provide vocational and post-secondary education opportunities. In addition, online college classes are offered to students as available.  |

**Summary of educational evaluation:**

**This evaluation has found the Gold Ridge Educational Center follows all state, federal, and local requirements. Staff do an excellent job of individually tailoring learning plans to meet the needs of a diverse student population. Transition services and opportunity for credit recovery, online college, and career/technical education are also made readily available to students. All educational services are identified in the school's Local Control Accountability Plan (LCAP), and are in alignment with the requirements under Title 15, CCR .**