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Los Angeles County Office of Education

Leading Educators ▪ Supporting Students ▪ Serving Communities

February 28, 2012

Arturo Delgado, Ed.D.
Superintendent

Los Angeles County
Board of Education

Douglas R. Boyd
President

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To: Supervisor Zev Yaroslavsky, Chair
Supervisor Gloria Molina
Supervisor Mark Ridley-Thomas
Supervisor Don Knabe
Supervisor Mike Antonovich

From: Arturo Delgado, Ed.D., Superintendent

AD

Subject: Los Angeles County Office of Education Funding Sustainability Plan
for Education Reform

On November 29, 2011, your Board approved the Comprehensive Education Reform Committee's (CERC) Proposed Spending Plan to implement certain projects that will enable continued education reform and provide increased learning opportunities for minors at Probation camps and halls. Your Board also instructed the Los Angeles County Superintendent of Schools to oversee the education reform endeavor and instructed the County Superintendent to submit to the Board quarterly implementation status reports on the proposed projects, as well as on the Committee's 35 Education Reform Recommendations previously approved by the Board.

In addition, on motion of Supervisor Antonovich, the Board requested the Superintendent to report back within 90 days with a funding plan beginning Fiscal Year 2012-13 using funding sources other than County General Funds for the Los Angeles County Office of Education (LACOE) share of the Comprehensive Education Reform Spending Plan.

The attached chart provides LACOE's funding sustainability plan for those projects that the County is currently funding and for which LACOE has the lead responsibility for implementing the projects.

Funding Sustainability Plan Overview

As reflected in the attached chart, LACOE is proceeding to implement the various projects where LACOE is the designated lead. The \$1,084,000 that consists of \$969,000 in net County Cost and \$115,000 in State Youthful Offender Block Grant funding allocated to the projects is anticipated to be spent by June 30, 2012.

Based on a project needs assessment, LACOE will be continuing primarily those projects where the services are needed on an ongoing basis beyond June 30, 2012. LACOE anticipates that it will cost \$1,647,000 to continue those projects or services

on an ongoing basis. The attached chart identifies the cost estimate and a funding source for each project. Consequently, LACOE will be able to fund the cost of these projects utilizing funding sources other than County General Funds.

Status of Implementing 35 Recommendations and Education Reform Projects

The initial report on the progress of the 35 Recommendations and the education reform projects covering January 2012 through March 2012 activity will be submitted to your Board in April 2012.

Please contact me if you have any questions or if additional information is necessary, or your staff may contact Dr. Henry Mothner, Assistant Superintendent, Educational Programs, at mothner_henry@laoe.edu or 562-803-8301.

AD:HM/sb
Attachment

cc: Education Deputies

**LOS ANGELES COUNTY OFFICE OF EDUCATION
FUNDING SUSTAINABILITY PLAN FOR EDUCATION REFORM PROJECTS
FEBRUARY 2012**

Priority Order	Project Name or Purpose of Funding	Project Description	Responsible Lead Agency	Total County Funding and Cost Estimate FY 2011-12 (Jan-June)	Estimated FY 2012-13 LACOE Cost	LACOE Funding Source	Comments
1	LACOE Student Information System (EPIC)	An information system that will allow for better tracking of student-related data including transcripts, demographics, test scores, report cards, and other program-related data fields.	LACOE (via Contract)	113,000	25,000	Unrestricted Funds	(based on a Project Needs Assessment, the project will continue, partially continue, or will terminate beyond June 30, 2012) Costs will continue and are for programmer costs for security changes to LACOE's Student Information System (EPIC) to allow Probation Department staff inquiry access into the system.
2	LACOE Credit Recovery Program	This program will enhance LACOE's ability to assist youth with recovering their educational credits utilizing AdvancePath.	LACOE (via Contract)	79,000	664,000	Title I - Part A	Costs will continue and are for software license fees for AdvancePath, which is a student credit recovery program.
3	LACOE Performance Series Assessment Program	This is a system that will help place students in the appropriate classes or programs. Students will be assessed in Reading, Language Arts, Math, and Science to show a baseline Grade Equivalency score every 12 weeks or at entry and exit.	LACOE (via Contract)	111,000	40,000	Title I - Part A	Costs will continue and are for software license fees for Northwest Evaluation Association (NWEA) student assessments software in English, Math, and Science.
4	LACOE Technology Support	Infrastructure support.	LACOE (via Contract)	8,000	14,000	Indirect Costs and Unrestricted Funds	Costs will continue for existing technology staff to provide ongoing infrastructure support.
5	LACOE Remedial Reading Skills Program (READ 180 Program)	Will provide for the continued expansion of the reading curriculum that will focus on struggling readers—those students identified as reading below a 4 th grade level through the READ 180 program.	LACOE (via Contract)	75,000	236,000	Title I - Part A	Costs will continue for software license fees and instructional materials for the READ 180 and System 44 reading intervention programs.
6	LACOE Remedial Math Skills Program	To purchase and implement a remedial math program for students who score below the 5 th grade in math.	LACOE (via Contract)	75,000	300,000	Title I - Part A	Costs will continue for software license fees, instructional materials, and staffing costs for a remedial math program with Holt or Destination Math.
7	CTE startup at 4 sites (1 to be funded by the State Youthful Offender Block Grant at Camps Jarvis/McNair/Onizuka and 3 to be funded by NCC at Camps Afflerbaugh/Paige, Miller, Scott/Scudder)	Will provide for the partial funding of the proposed contract with LACOE for career technical educational/vocational services at four camp sites. State Youthful Offender Block Grant revenue will also be utilized as a partial funding source.	LACOE (via Contract)	460,000	48,000	Title I - Part A	Costs will continue for CTE classes consumables (e.g., drywall, wood, plumbing parts).
7b	Additional LACOE CTE and Pilot Projects	Will enable the funding of additional career technical education and pilot projects, and LACOE's Achieve3000 and AdvancePath programs.	LACOE (via Contract)	163,000	320,000	Title I - Parts A & D	Costs will continue for software license fees with Achieve3000, a remedial reading program.
Total				1,084,000	1,647,000		



Los Angeles County Office of Education

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May 31, 2012

Arturo Delgado, Ed.D.
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To: Supervisor Zev Yaroslavsky, Chairman
Supervisor Gloria Molina
Supervisor Mark Ridley-Thomas
Supervisor Don Knabe
Supervisor Michael D. Antonovich

From: Arturo Delgado, Ed.D. *AD*
Superintendent

Subject: **COMPREHENSIVE EDUCATIONAL REFORM
IMPLEMENTATION IN JUVENILE HALLS AND CAMPS –
FIRST LACOE REPORT (JANUARY 2012 – APRIL 2012)**

Pursuant to your Board's November 29, 2011, motion, this is the first Los Angeles County Office of Education (LACOE) report on education reform covering January 2012 through April 2012 activity. During this reporting period, LACOE worked collaboratively with the Probation Department in reporting progress made in implementing the 35 education reform recommendations as approved by your Board on October 14, 2008. In addition, this report highlights progress made toward implementing projects that were included in the Education Reform Spending Plan approved on November 29, 2011.

Attached is a summary of the implementation status of the 35 recommendations reflecting that all recommendations are either fully or partially implemented. The implementation status has been reviewed by Probation Department and LACOE staff. We are very pleased to report the full implementation of the following two additional recommendations:

1. Recommendation #5: The Process for Securing an Advocate/Surrogate
2. Recommendation #15: LACOE/Probation Electronic Information Exchange

IMPLEMENTATION STATUS OF RECOMMENDATIONS

As reflected in the attached chart of the 35 recommendations:

- 15 (43%) have been fully implemented
- 20 (57%) are underway or partially implemented

BOARD-APPROVED EDUCATION REFORM GOVERNANCE STRUCTURE

On November 29, 2011, the Board instructed LACOE's Superintendent to oversee the education reform endeavor, which includes chairing the existing Comprehensive Education Reform Committee that was created in 2007. In addition to this directive, the Board instructed LACOE to take over the responsibility of submitting quarterly implementation status reports on the proposed projects as well as the status of the 35 education reform recommendations. This report is the first report following that directive and covers the activity and project status for the period of January 2012 through April 2012. As noted in the final Probation-generated report, LACOE will submit quarterly reports to your Board going forward.

FULLY IMPLEMENTED KEY RECOMMENDATIONS

The following is a recap of the key recommendations that have been fully implemented since the October 14, 2008, Board-approved motion:

- The Probation Department's Senior Probation Director (Director of School Services for Youth) position became vacant in early September 2011. Although this position is currently vacant and the Probation Department has conducted a recruitment process to backfill the position, the related recommendation has been fully implemented with the initial filling of this position in 2010. The hiring process is well underway to backfill this position. Probation anticipates filling this position by the conclusion of the school year.
(Relates to Recommendation #1)
- All youth entering the camp system are provided a multi-disciplinary assessment by deputies at the Camp Headquarters Camps Assessment Unit located at Barry J. Nidorf Juvenile Hall. Youth who appear to be eligible for placement at Camp Onizuka are referred to Youthful Offender Block Grant (YOBG) deputies for an enhanced multi-disciplinary assessment where the process includes a second face-to-face interview. In addition, youth receive a multi-disciplinary team assessment within 10 days of camp arrival/entry. The multi-disciplinary team may consist of members representing Department of Mental Health (DMH), LACOE, Probation, and parents or guardians.
(Relates to Recommendation #2)
- **New this Quarter:** A committee from LACOE and Probation, along with Judge Donna Groman, has created a process to secure an appropriate surrogate as the educational rights holder. Judge Groman is overseeing the recruitment, training, and assignment of a pool of volunteers as holder of educational rights for delinquent youth who are available to advocate for a youth who has no parent available or capable of advocating for the youth's special education needs. The process was started in LACOE on November 3, 2011. In March 2012, Judge Nash sent out the process county-wide.
(Relates to Recommendation #5)

- LACOE has an adequate number of school psychologists to perform psychoeducational assessments of youth with suspected special education needs in a timely manner. In addition, LACOE has provided a senior program specialist to work with Probation and DMH in the Camps Assessment Unit. *(Relates to Recommendation #9)*
- At Camp Headquarters Camps Assessment Unit, all youth receiving court-ordered camp placement are assessed by Probation, DMH, and LACOE for criminal histories, mental health counseling, medication concerns, and educational needs such as individualized education plans or individual learning plans. *(Relates to Recommendation #12)*
- Conducted Effective Case Management (ECM) training of Probation staff as ECM trainers in November/December 2009. Camp Community Transition Program (CCTP) deputies, transition counselors, juvenile field deputies, and school-based deputies have been assigned responsibility to track minors after release from the juvenile hall or camps. *(Relates to Recommendation #13)*
- **New this Quarter:** A committee consisting of Probation and LACOE student data information experts has developed a process to connect Probation staff to the LACOE electronic Educational Programs Information Connection (EPIC). Probation staff has the ability to access, by computer, student transcripts and achievement data. In June 2012, more Probation officers are scheduled to be trained to utilize the LACOE EPIC system. The "read only" access can assist with the court reporting and student transition services. *(Relates to Recommendation #15)*
- Juvenile court school curriculum redesigned to capitalize on integrated use of instructional minutes to deliver the instructional program in a comprehensive, coordinated, collaborative way to more effectively use the school day as well as after school hours. *(Relates to Recommendation #19)*
- Probation and LACOE have established a plan to develop court classes at all of the detention facilities and are working on a plan to distribute learning packets to students on the move. Court classes are held in the holding areas of the juvenile halls. This strategy will help reduce lost average daily attendance and the related revenue. LACOE has revised the curriculum guides and pacing plans to better address the transience of the students. *(Relates to Recommendation #20)*
- With regard to ensuring that educational service providers are delivering a full continuum of services as required under state law and based on an individualized education program, regardless of a student's history, they are receiving services in accordance with an out-of-state approved Local Plan which includes a continuum of program options and is in accordance with a student's individualized education program. *(Relates to Recommendation #23)*

- LACOE has developed and fully implemented an educational staffing plan to ensure that there are adequate numbers of teaching, special education, assessment, counseling, and psychologist staff to meet the needs of youth in the juvenile halls and camps. Probation and LACOE staff has been collaborating on the projected student population numbers to adequately staff every school with a highly qualified teaching staff.
(Relates to Recommendation #30)
- On June 24, 2010, LACOE and Probation signed a revised MOU. Corresponding performance indicators were updated to reflect the drafted changes made to the MOU.
(Recommendation #35)

PARTIALLY IMPLEMENTED KEY RECOMMENDATIONS

The following is a recap of key recommendations that have been partially implemented since the October 14, 2008, Board-approved motion.

- The first DVD and handout for Helping Educate LA Parents series was developed. The Learning Rights Law Center provided the speakers and expertise to create the special education DVD. However, upon further review and consideration of other competing priorities, this project was terminated and was not included in the November 29, 2011, Board-approved Education Reform Spending Plan. *(Relates to Recommendation #3)*
- Timely determinations of the holders of educational rights need to occur. This is part of the court report and verified by the judicial officer at the hearing. Revised court documents will have a space for the name of the holder of educational rights identified on the first page. This is addressed by Probation Directive #1270.
(Relates to Recommendation #4)
- Probation has conducted training classes for Challenger Memorial Youth Center (CMYC) camp staff to serve as advocates for youth throughout their detainment and as they transition back into the community. The Board-approved Education Reform Spending Plan includes funding to provide for additional training. *(Relates to Recommendation #6)*
- Regarding the timely and comprehensive assessments of the criminogenic, educational, and health and mental health needs of youth in juvenile halls and camps, as well as strength-based assessments of their interests and abilities, productive Multi-Disciplinary Teams (MDT) meetings are being held throughout the system.
(Relates to Recommendation #8)
- Regarding the integration of camp-to-community transition programs and training staff to produce meaningful transitional plans, the Camps Holton/Smith pilot is complete with LACOE and Los Angeles Unified School District staff trained. The MDT pilot project

from Camp Onizuka is complete and the identified MDT protocol is being implemented in every camp. Resources are included in the Board-approved Education Reform Spending Plan that includes 6.0 positions to specifically help probation youth with transition issues. ***(Relates to Recommendation #11)***

- A “charter look-alike” pilot school at Camps Scott/Scudder began on September 27, 2010. The outcomes of this pilot school focus on the needs, interests, and successful transitioning of female youth in the camps to higher education and/or successful employment, internships, and vocations. With the implementation of this Road to Success Academy, we have identified remarkable progress in girls’ level of engagement. The program implements a project-based instructional delivery that is centered on the individual interests and abilities of each student. Utilizing evidence-based research, the California academic content standards are taught as they are necessary to fulfill the components of each student’s research for their projects. Projects reflect various aspects of unit themes such as self-esteem, empowerment, and hope. The project-based strategies have resulted in a school-wide culture where the girls have exhibited improved levels of self-confidence, greater focus and attention on classroom engagement, and higher quality of academic work. ***(Relates to Recommendation #22)***
- Access to the four instructional pathways leading either to a high school diploma, a GED certificate, a vocational education certificate, and/or college preparation needs to be provided to students. The Camps Assessment Unit provides educational feedback in the form of eligibility data. LACOE is facilitating the Los Angeles Unified School District’s Diploma Plus program. ***(Relates to Recommendation #18)***

In addition, in accordance with the November 29, 2011, Board-approved Education Reform Spending Plan, a career technical education (CTE) program is being implemented first at CMYC. Under a contract with the County, LACOE is providing a Building Trades curriculum utilizing the Paxton/Patterson program that began on March 5, 2012. A ribbon-cutting ceremony was held on March 28, 2012. The curriculum consists of 20 construction trade areas (i.e., blueprint reading, cabinet making, communications, concrete, drywall, electrical, estimation, finish carpentry, green construction, hand tools, HVAC, masonry, painting, plumbing, power tools, roof framing, surveying and site planning, tile setting, wall framing, and weatherization). A CTE program is anticipated to also be implemented at Camps Mendenhall, Miller, and Scott/Scudder. Probation and LACOE have determined that the Camp Afflerbaugh/Paige site does not have the necessary classroom space to set up the shop classes. Consequently, in lieu of the Camp Afflerbaugh/Paige site, a CTE program will be implemented at Camp Mendenhall. ***(Relates to Recommendation #28)***

- School-based Probation supervision, Camp Community Transitional Program deputies, and Community Detention Program deputies have undergone four hours of Educational Rights training to address special education needs and how to advocate for minors that currently have or may be in need of an individualized education program. This training is ongoing to capture new or transitioning staff. ***(Relates to Recommendations #25)***

- Regarding the development and implementation of a training plan to ensure that all LACOE instructional staff are appropriately trained in evidence-based practices, principles, and staff skills such as Core Correctional Practices and Motivational Interviewing, training classes with designated trainers have been established by utilizing Probation's Staff Training Office and are ready for the next step—delivery. Probation and LACOE will schedule classes using a regional delivery plan for ease of deployment.
(Relates to Recommendation #31)
- LACOE, in partnership with county offices of education, was unsuccessful in its efforts to move the state to revamp the funding model. However, beginning in 2010, county juvenile court schools do receive Economic Impact Aid on an annual basis.
(Relates to Recommendation #33)

CASEY A. SETTLEMENT AGREEMENT UPDATE

The following provides an update regarding progress made by LACOE and Probation to address educational issues at CMYC pursuant to the Casey A. Settlement Agreement. This quarter, CMYC implemented a cutting edge program for students who are short on credits towards graduation called Advance Path Credit Recovery Program. This program will enable students to gain credits in targeted areas and, if motivated, students can gain credits much faster than the traditional model. Additional LACOE and Probation recent progress is noted below.

Los Angeles County Office of Education

- Implementation of the credit recovery system called Advance Path starts April 2012
- Open House celebration of Advance Path programs scheduled for June 1, 2012
- Implementation of the Achieve 3000 internet-based remedial reading program – March 2012
- North Western Education Assessment (NWEA) system implemented – February 2012
- Building Skills equipment purchased and delivered – December 2011
- NWEA contract completed – November 2011
- Positive Behavior Intervention Support (PBIS) lead psychologist position developed – November 2011
- First “It’s Time For Kids” contest – December 2011
- All Culinary Arts students received ServSafe certificates – October 2011
- \$10,000 Perkins grant awarded to our Landscaping Program – October 2011
- Guitar Therapy class opened July 2011
- Animal Care class opened July 2011

Probation Department

- The Rewards Program, funded by Probation, has rewarded those youth at the top of the merit ladder and rewarded students who participated in monthly academic contests at the McAuliffe High School. In February, over 50 percent of the student population submitted entries in the "Books We Love" contest jointly administered by LACOE and Probation. Students submitted essays, poems, and art. Each student entering the contest was given a small reward and the 45 winners participated in a mobile game-truck that was equipped with the latest video games. After the event, the students enjoyed a barbeque with Probation and LACOE staff.
- The Bicycle Repair Program recently received some additional parts provided by LACOE and was very much appreciated.
- Landscaping and Animal Shelter Programs are progressing in a very positive manner.
- Probation signed a contract that will enhance security at CMYC. The contract will have security provided by the Los Angeles County Sheriff's Department. This important security enhancement just began in April 2012.

PRIORITIES OVER THE NEXT FEW MONTHS

As the lead agencies spearheading the education reform effort, LACOE and Probation remain committed to this endeavor and will continue to focus on the following priorities over the next few months:

- Probation will recruit and hire a new Director of School Services for Youth position to backfill the previously vacated position.
- Probation will continue implementing the Probation-related projects included in the Board-approved Education Reform Spending Plan.
- LACOE will continue implementing the projects pursuant to the Board-approved contract that expires in June 2012, including purchasing the necessary equipment and services needed to implement a career technical/vocational educational program at a total of four camp sites.
- LACOE will continue to monitor the progress of the "charter look-alike" pilot school at Camps Scott/Scudder.
- Probation will be implementing mobile technology labs that can be accessed by youth in the living units during non-school hours for the purpose of enhancing student credit recovery opportunities.

- Development of a transportation services program for families to visit youth was included in the proposed education reform initiatives. This requires LACOE and Probation to work together to develop a program and obtain your Board's approval prior to implementation. Preliminary discussions are currently underway regarding the use of videoconferencing as a means of allowing parents and families to visit youth. Once a program is developed, it will be presented to your Board for approval prior to implementation.
- As part of the November 29, 2011, Board-approved action, funding is included for LACOE to implement additional CTE and pilot projects in conjunction with Probation. Probation and LACOE are working on pursuing the implementation of a Pipefitters Program as another CTE opportunity. This may necessitate a purchase order or a contract between Probation and LACOE. If a contract is necessary, Probation will prepare a recommendation for your Board's consideration.

In accordance with the November 29, 2011, Board action, this report provides the status on the 35 recommendations by both LACOE and Probation covering the period of January 2012 through April 2012. The next quarterly status report will be provided by LACOE in August 2012 and quarterly thereafter. Probation has reviewed and concurs with this report.

Please contact me if you have any questions or if additional information is necessary. Your staff may also contact Dr. Henry Mothner, Assistant Superintendent, Educational Programs, 562-803-8301, or Mr. Steve Gores, Special Assistant, DOJ Project Management Bureau, 909-469-0745.

AD/HM/BP:sb
Attachment

cc: Honorable Michael Nash, Presiding Judge, Juvenile Court
Sachi A. Hamai, Executive Officer, Board of Supervisors
William T Fujioka, Chief Executive Officer
Georgia Mattera, Public Safety, Chief Executive Office
John Krattli, Acting County Counsel
David Sommers, Acting Public Information Officer, Chief Executive Office
Comprehensive Educational Reform Committee
Children's, Education, and Justice Deputies

**LOS ANGELES COUNTY OFFICE OF EDUCATION/ LOS ANGELES COUNTY PROBATION DEPARTMENT
STATUS OF COMPREHENSIVE EDUCATIONAL REFORM RECOMMENDATIONS (AS OF APRIL 2012)**

No.	Report Section / Recommendation	Responsibility	Status
I. Educational Responsibilities			
1	Recruit and hire a Director of School Services to serve as a senior staff advisor to the Chief Probation Officer on education matters and to serve as the Department's chief liaison in working with LACOE management and staff in implementing comprehensive educational reform in the juvenile halls and camps.	Probation	Fully Implemented Although the Senior Probation Director (Director of School Services for Youth) position is currently vacant and the Probation Department has conducted a recruitment process to backfill the position, this recommendation has been fully implemented with the initial filling of this position. The hiring process is underway.
2	Implement the use of multi-disciplinary teams to conduct comprehensive assessments of youth with the participation of the Juvenile Court; parents, other caregivers, or surrogates; educational service providers; and Probation.	Probation/ JCHS/DMH/ LACOE	Fully implemented All youth entering the camp system are provided a comprehensive assessment by Camp Headquarters deputies at the Comprehensive Assessment Unit, currently located at Barr y J. Nidorf Juvenile Hall. Youth who appear to be eligible for placement at Camp Onizuka are referred to Youthful Offender Block Grant (YOBG) deputies for an enhanced assessment where the process includes a second face-to-face interview followed by a Multi-Disciplinary Team (MDT) meeting. Consequently, MDT meetings are held for youth that are YOBG-program eligible at Camp Onizuka. In addition, youth with an open mental health chart are also eligible for an MDT to determine camp placement with parental involvement. (The MDT team consists of members representing Mental Health, LACOE, Probation and parents or guardians.)
3	Ensure parent or caregiver involvement throughout the process of a youth's adjudication, school enrollment, assessment, detention, and release, because such involvement is critical in ensuring the healthy development of youth. Develop strategies to increase parent involvement, and educate and train parents about the juvenile system, educational rights, and processes. Provide parents or surrogates with the necessary support, tools, and training, regarding (a) the judicial process, the legal and educational rights of their child and (b) involvement in assessment, case planning, and transitional planning to better enable them to carry out their responsibilities.	Probation/ LACOE/ Library/DCFS/ CBOs	Partially Implemented. Project Terminated. The first DVD and handout for Helping Education LA Parents Series was developed. The Learning Rights Law Center provided the speakers and expertise to create the Special Education DVD. However, upon further review and in consideration of other competing priorities, this project was terminated and was not included in the November 29, 2011 Board-approved Education Reform Spending Plan.
4	Work with judicial officers and educational service providers to ensure timely determinations of the holders of educational rights.	Probation	Partially Implemented This is part of the court report and verified by the judicial officer at the hearing. The impending revised court documents will have a space for the name of the holder of educational rights identified on the first page. This is addressed by Probation Directive #1270.
5	Work with judicial officers to identify and assign qualified and appropriate surrogates or educational representatives, when necessary, to serve in place of the absent parent as advocates for youth in juvenile halls and camps.	Probation	Fully implemented A committee from LACOE and Probation, along with Judge Donna Groman, have created a process to secure an appropriate surrogate as their education rights holder. Judge Groman is overseeing the recruitment, training, and assignment of a pool of volunteers as holder of educational rights for delinquent youth who are available to advocate for a youth who has no parent available or capable of advocating for the youth's specialized education needs. The process was started in LACOE on November 3, 2011. In March 2012, Judge Nash sent out the process county-wide.
6	Train probation officers to serve as advocates for youth throughout their detention and as they transition back to the community.	Probation	Partially Implemented Probation has conducted training classes for Challenger Memorial Youth Center camp staff covering this topic. Training of staff at other camps is contingent on available resources.
7	Develop, implement, and continuously improve performance measurement systems to establish accountability for all participants in the educational system for youth in juvenile halls and camps. Establish a Research Advisory Committee that includes representatives from LACOE and Probation to advise both departments on improving the educational performance measurement system over time.	Probation/ LACOE/ Acad. Adv. Committee	Partially Implemented The previously established Academic Advisory Committee developed a student satisfaction survey which was piloted at Camp Miller in August 2009. Will work on the results, recommendations and application for the remaining camps.

15 of 35 recommendations or 43%

Fully Implemented

20 of 35 or 57%

Partially Implemented

No.	Report Section / Recommendation	Responsibility	Status and Estimated Completion Date
	II. Educational Assessment and Case Planning		
8	Work with the Juvenile Court to ensure timely and comprehensive assessments of the criminogenic, educational, health, and mental health needs of youth in juvenile halls and camps as well as strength-based assessments of their interests and abilities. Utilize the educational checklists in the Bench Book for Education Issues in Dependency and Delinquency Courts to help do so. Revise the content of initial court reports on youth in juvenile camps to focus on assessment results and the integrated case plans, so that judicial officers have specific needs and objectives on which to base their camp orders.	Probation/ DMH/LACOE	Partially Implemented Camp assessment Multi-Disciplinary Team/case planning protocols complete and presented to Juvenile Court on Oct. 20, 2009. MDTs are being held throughout the system.
9	Provide additional educational psychologists (either employees and/or contractors) for the Camp Assessment Unit to conduct psychoeducational assessments of youth with suspected special education needs in a very timely manner.	LACOE	Fully implemented LACOE has an adequate number of school psychologists to perform these assessments. LACOE has provided a Senior Programs Specialist to work with Probation and the Department of Mental Health in the Camps Assessment Unit.
10	Work with the Juvenile Court to ensure timely development of an integrated case plan – including an individual learning plan for educational services – that is customized to address each student's needs and responsivity issues. Revise the content of final court reports on youth in juvenile camps to focus on aftercare case plans and transition back to the community, so that judicial officers have specific needs and objectives on which to base the camp-to-community transition programs (CCTP) portion of their camp orders.	Probation/ DMH/LACOE	Fully implemented Camp assessment MDT/case planning protocols were completed and presented to the Juvenile Court on October 20, 2009.
11	Integrate the camp-to-community transition programs of the Probation Department and LACOE (Assembly Bill 825), and prepare and train all staff including DMH and educational service providers to produce “meaningful” transitional plans that include: (a) strength-based assessments of youth educational and employment needs; (b) identification of needed community linkages and/or employment resources; (c) admission and/or re-enrollment into an appropriate educational pathway; (d) use of a “family conferencing” model; and (e) safe and positive community and living arrangements.	Probation/ DMH/LACOE	Partially Implemented The then Camp Holton/Smith pilot was completed, with LACOE and LAUSD staff trained.
12	Establish a comprehensive assessment center in which Probation, DMH and LACOE staff or contractors (a) conduct comprehensive assessments of criminogenic, educational, health, mental health, and parenting needs of youth ordered to camp and (b) develop initial case plans – including ILPs or IEPs for educational services – that are customized to address student needs and responsivity issues.	Probation/ DMH/ LACOE	Fully implemented At Probation's Camp Headquarters Camps Assessment Unit (CAU), all youth receiving court-ordered camp placement are assessed by Probation, DMH, and LACOE for criminal histories, mental health concerns, and educational needs such as Individual Education Plans or Individual Learning Plans. The CAU, currently at Barry J. Nidorf Juvenile Hall, meets the description of an established assessment center.
13	Develop process and assign responsibility for shadowing, mentoring, counseling, and tracking youth during and after their stays in juvenile halls and camps.	Probation/CBOs	Fully Implemented Conducted Case Management (ECM) training of Probation Staff as ECM trainers in Nov./Dec. 2009. CCTP Deputies, Transition Counselors, Juvenile Field Deputies, and School-Based Deputies have been assigned responsibility to track minors after release from the Juvenile Hall or Camps.
14	Utilize the new Dashboard Reporting System and Quality Assurances Services (QAS) staff and processes to help ensure that all youth in juvenile halls and camps receive (a) appropriate assessments of their criminogenic, health, mental health, and educational needs; (b) integrated case plans in a timely manner; and (c) treatment, education, and supervision services identified in their respective case plans.	Probation	Partially Implemented The Digital Dashboard System has limited data related to recidivism and public safety issues. Additional work is necessary to enable a more effective use of the System. This project is on hold due to competing priorities.
15	Replicate the electronic data exchange (EDE) process/system which was recently implemented between LACOE and LAUSD, among other school districts within the County and the juvenile halls and camps to ensure timely transfer of school records both to and from juvenile camps and schools in the community. Explore expansion of the system to include tracking of educational performance after youth return from juvenile halls and camps to community schools to determine whether EBP treatment and educational services are successful over the long run.	Probation/ LACOE/Academic Adv. Committee	Fully Implemented A committee consisting of Probation and LACOE student information system experts have developed a process to connect Probation staff to the LACOE electronic student information system or EPIC. Probation staff have the ability to access by computer student transcripts and achievement data. In June 2012, more Probation officers are scheduled to be trained to utilize the LACOE EPIC system. The “read only” access can assist with the court reporting and student transition services.

Fully Implemented

Partially Implemented

No.	Report Section / Recommendation	Responsibility	Status and Estimated Completion Date
16	Contract with educational consultants to help probation officers in the area offices assist youth receive services (including special education), ensure immediate enrollment upon release from camp, provide immediate assistance for suspended or expelled youth, and provide related training to area office staff.	Probation/LACOE	Fully implemented This function is being performed by LACOE using Title I Transition Counselors, with LACOE seeking more Title I Transition Counselors.
17	Develop and implement a process for the Camp Assessment Unit to provide feedback to LACOE and applicable school districts regarding the results of comprehensive assessments of youth detained in juvenile hall or ordered to camp, so such organizations can reexamine and improve their own processes for assessing the health, mental health and educational needs (including specific learning disabilities and other special education needs) of their students.	Probation/LACOE	Partially Implemented Districts within the attendance boundaries of Los Angeles, Long Beach, Pomona and Pasadena School Districts receive program notifications. Probation's comprehensive assessment data is available to LACOE to assess the health, mental health and educational needs of each student.
III. Instructional Program, Delivery and Materials			
18	Provide all students with access to four instructional pathways leading either to a high school diploma, a GED certificate, a vocational education certificate, and/or college preparation.	LACOE	Partially Implemented The Camps Assessment Unit provides educational feedback in the form of eligibility data. LACOE is facilitating LAUSD's Diploma Plus program. In addition, please refer to the status to Recommendation #28 regarding the vocational educational program pathway.
19	Redesign the JCS curriculum to capitalize on integrated use of instructional minutes. Deliver the instructional program in a comprehensive, coordinated, collaborative way to more effectively use the school day as well as after school/weekend hours.	LACOE/Probation	Fully implemented LACOE has decided to move to a standards-based curriculum and pacing guide in the four core subjects (English Language Arts, Math, Science and Social Science). This will enable students to receive a continuity of curriculum, whether they are moving from one JCS facility to another, or if they are transitioning upon release from the camps to the Community Day Schools within the Division of Alternative Education. In addition, a standards-based curriculum ensures that all students are receiving an education aligned with State content standards and is comparable to that, if they were attending their traditional high school. The status of the 9 and 10 and 11 and 12 camp reorganization has remained at the two original pilot camps (Gonzalez and Munz). Staff development activities/training and the coaching for classroom teachers will continue for the 2010 and 2011 school year.
20	Implement a plan to coordinate camp curriculum, the use of instructional materials and resources so that youth transferring from site to site do not miss instruction and are able to experience continuity to their instructional program. Reduce the amount of student instructional time lost due to interruptions, missing class, arriving late, or being removed from class due to behavior problems and attending medical, dental, and court appointments; and other reasons as determined by Probation.	Probation/LACOE	Fully Implemented Probation and LACOE have established a plan to develop Court Classes at all of the Detention Facilities, and are working on a plan to distribute learning packets to students on the move. Court classes are held in the "holding areas" of the juvenile halls – this strategy will help reduce lost average daily attendance and the related revenue. LACOE has revised their curriculum guides and pacing plans to better address the transiency of the students.
21	Train teachers in developing and delivering thematic, collaborative, project- and problem-based, experiential types of lessons.	LACOE	Fully implemented The English Language Arts curriculum addresses part of the need for more intense character education by having the readings arranged by character-based themes. In addition, JCS implemented an intensive reading intervention program. Struggling readers are assigned classes with a reading specialist teacher. A reading specialist coach was hired to assist principals and teachers in the implementation of the reading program.

Fully Implemented

Partially Implemented

No.	Report Section / Recommendation	Responsibility	Status and Estimated Completion Date
22	<p>Develop budget proposals to pilot several new instructional delivery models in the juvenile halls and camps as well as in the community, specifically:</p> <ul style="list-style-type: none"> Establishing pilot charter schools at two camps – one dependent charter school for girls and one independent charter school for boys. Partnering with neighborhood public schools to create a place for youth returning from juvenile camps to continue in a consistent instructional environment. Partnering with one or more of the 40 WorkSource/One-Stop Centers throughout Los Angeles County to provide CT E/VE in conjunction with academic and pre-apprenticeship programs in camps and apprenticeships and/or jobs in the community. 	Probation/ CEO/LACOE	Partially Implemented A Committee has been established to pursue the design and implementation of a charter school. A Charter school establishment would require legal resolution and/or waiver of the 50% teacher approval and parental choice requirements. In lieu of implementing a charter school, a charter-look-alike pilot school at Camps Scott/Scudder began operation on September 27, 2010. The outcomes of this pilot school focus on the needs, interests, and successful transitioning of female youth in the camps to higher education and/or successful employment, internships, and vocations.
IV. Special Education			
23	Ensure that the educational service providers are providing a full continuum of services and placements (i.e., resource specialists, special day classes, etc.) required under State law and based on an Individual Educational Program, regardless of whether or not youth attended a public school before they were detained, ordered to camp, or released into the community. For pupils who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	LACOE	Fully Implemented The students are being serviced in accordance with an Out-of-State-approved Local Plan which includes a continuum of program options and is in accordance with student IEP.
24	Ensure that educational service providers are appropriately supporting special education students with behavioral problems by (a) conducting functional analysis assessments as required by law and (b) developing positive behavioral intervention plans consistent with the Hughes Bill. Emphasize the importance of keeping these youth in their high schools (rather than referring them out) and having co-unseling conference between school officials and parents/caregivers (rather than through probation officers) wherever possible.	LACOE	Partially Implemented Special Education students are supported with an IEP which could include Functional Analysis Assessments as needed and Behavioral Intervention Plans as appropriate. Camp Transition Counselors are in conference with the student's counselors at the receiving high schools.
25	Train probation officers both in camps and the community on special education and how to advocate for youth with IEPs, where necessary, so educational service providers can improve matching special education students with appropriate services before they enter juvenile halls and camps and when they transition back to the community.	Probation/ CBOs	Partially Implemented School-Based Probation Supervision, Camp to Community Transitional Program and Community Detention Program deputies have undergone 4 hours of Educational Rights Training to address Special Education needs and how to advocate for minors that currently have or may be in need of an Individual Education Programs. This training is ongoing to capture new or transitioning staff.
V. Programming for After School Hours and Weekends			
26	Restructure camp and classroom schedules so there is more time for (a) individual program treatment; (b) homework, tutoring, and educational enrichment; and (c) other activities (aligned with youths' individual case plans) before or after class and on weekends.	Probation/ LACOE	Partially Implemented Camp staff will give time on the daily schedule, for the minors to complete assigned homework studies. Libraries and an incentive based literacy program has been implemented at Challenger Memorial Youth Center to promote reading in the living units during non-school hours.
VI. Educational Facilities, Classroom Space, Staffing and Funding			
27	Maximize utilization of existing dedicated classroom space, including space currently being used for LACOE storage, as appropriate. Assess specific needs for additional classroom space by site and develop an implementation plan.	Probation/ LACOE/CEO	Partially Implemented LACOE has completed facility surveys for each of the three juvenile halls. Probation has provided sufficient classroom and administrative office space for the three juvenile halls in compliance with Paragraph 50 of the Settlement Agreement with the United States Department of Justice pertaining to the juvenile halls. LACOE is working with Probation on a similar facility survey for the Challenger Memorial Youth Center for necessary space accommodations.

Fully Implemented

Partially Implemented

No.	Report Section / Recommendation	Responsibility	Status and Estimated Completion Date
28	Utilize CEO/DPW report on camp reconfiguration to identify opportunities for establishing vocational education shops in juvenile camps; develop budget proposals to develop such space.	Probation/ LACOE	Partially Implemented In accordance with the November 29, 2011 Board-approved Education Reform Spending Plan, a career technical education (CTE) program is being implemented first at CMYC. A ribbon-cutting ceremony was held on March 28, 2012. Under a contract with the County, LACOE is providing a Building Trades Curriculum utilizing the Paxton/Patterson program. The curriculum consists of 20 construction trade areas (i.e., blueprint reading, cabinet making, communications, concrete, drywall, electrical, estimation, finish carpentry, green construction, hand tools, HVAC, masonry, painting, plumbing, power tools, roof framing, surveying and site planning, tile setting, wall framing, and weatherization). A CTE program is anticipated to also be implemented at Camps Mendenhall (in lieu of Afflerbaugh/Paige), Miller and Scott/Scudder.
29	Establish standards for the quantity and quality of instructional materials, equipment and technology in each classroom. Establish a capital budget to fund implementation over a three-year period.	LACOE	Partially Implemented LACOE uses Board of Education-adopted textbooks and instructional materials in compliance with State standards. The development of a capital budget is pending.
30	Develop an educational staffing plan to ensure that there are adequate numbers of teaching, special education, assessment, counseling, and psychologist staff to meet the needs of youth in the juvenile halls and camps.	LACOE	Fully Implemented In accordance with the Board of Supervisors September 22 motion on SSC report, LACOE has fully implemented a staffing plan.
31	Develop and implement a training plan to ensure that all LACOE instructional staff are appropriately trained in evidence-based practices (EBP) principles and staff skills, such as Core Correctional Practices and Motivational Interviewing.	Probation/ LACOE	Partially implemented Utilizing Probation's Staff Training Office, training classes with designated trainers have been established and are ready for the next step; delivery. Probation and LACOE management will be scheduling classes using a regional delivery plan for ease of deployment.
32	Develop a three-year financial plan of revenues and expenditures for educational services in the juvenile halls and camps. Ensure adequate funding levels to support LACOE's implementation of the three-year plan.	LACOE	Partially Implemented LACOE and Probation are collaborating to establish a model for projecting enrollment at school sites to determine an annual expenditure plan to support educational programs.
33	Seek State legislation to revamp the current JCS funding model, which is based on average daily attendance (ADA), to one that (a) is based on a residential service delivery model, (b) reflects the locations of the juvenile halls and camps throughout the County, and (c) fully funds educational services, particularly special education services, that students are legally entitled to receive.	LACOE/ Probation	Partially Implemented LACOE, in partnership with other County Offices of Education, was unsuccessful in its efforts to move the State to revamp the funding model. However, County Juvenile Court Schools, beginning in 2010, do receive Economic Impact Aid on an annual basis.
VII. Quality Assurance and Program Evaluation			
34	Utilize the four (4) educational outcomes and eight (8) educational performance indicators proposed by the Probation Department for approval by the Board of Supervisors as the starting point for evaluating educational programs and contracts with educational service providers (not teachers). Expect these indicators to change over time based on lessons learned, and actively seek advice from the best researchers in Los Angeles County and beyond to help "grow" the performance measurement system quickly.	Probation/ LACOE/ Academic Adv. Committee	Partially Implemented The four educational outcomes are being implemented at all sites, and the eight educational performance indicators are being implemented at selected sites.
35	Amend the Probation Department's memorandum of understanding with LACOE and any existing and future contracts with educational service providers to require monthly or quarterly reporting of the prescribed educational outcomes and performance indicators.	Probation / LACOE	Fully implemented On June 24, 2010, LACOE and Probation signed a revised MOU. Corresponding performance indicators were updated and agreed upon to reflect the drafted changes made to the MOU.

Fully Implemented

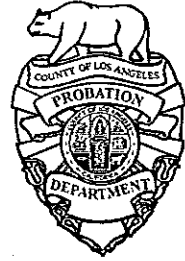
Partially Implemented



JERRY E. POWERS
Chief Probation Officer

COUNTY OF LOS ANGELES PROBATION DEPARTMENT

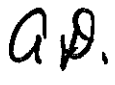
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July 6, 2012

TO: Supervisor Zev Yaroslavsky, Chairman
Supervisor Gloria Molina
Supervisor Mark Ridley-Thomas
Supervisor Don Knabe
Supervisor Michael D. Antonovich

FROM: Jerry E. Powers 
Chief Probation Officer

Arturo Delgado, Ed.D., Superintendent 
Los Angeles County Office of Education

SUBJECT: **VIDEOCONFERENCING PROPOSAL AT CAMPS AND HALLS:
AN ALTERNATIVE TO INITIALLY PROPOSED EDUCATION REFORM
SHUTTLE TRANSPORTATION SERVICES PROGRAM**

Background

On November 29, 2011, your Board approved the Comprehensive Educational Reform Committee's (CERC) Education Reform Spending Plan that will enable both Probation and the Los Angeles County Office of Education (LACOE) to implement various projects that will support many of the recommendations that were included in the CERC's Education Reform Initiatives.

The CERC's proposed education reform initiatives included a Shuttle Transportation Services project that would be used for youth and their families to provide increased opportunities for reunification. The initial plan called for 4.0 Transportation Deputies and the purchase of 4 vans, along with corresponding Services and Supplies, for a total estimated cost of \$444,000 (\$284,000 ongoing and \$160,000 one-time). However, Probation and LACOE were instructed to develop an alternative to this program and present it to the Board prior to its implementation.

This provides an alternative to the initially proposed Shuttle Transportation Services project.

Proposal

In lieu of the Shuttle Transportation Services Project, videoconferencing is being proposed so that a connection can be made between detained youth and their families in the community. Videoconferencing would also be used in the Individual Education Program (IEP) and Multi-Disciplinary Team (MDT) processes, connecting the detained minor with participating parties, such as their parents, representatives from the Departments of Health Services and Mental Health, LACOE, community-based organizations, social workers, juvenile advocates, MDT auditors, and occasionally, Probation's Placement representatives, all simultaneously, in different locations.

Videoconferencing would be used in situations when contact is necessary between the community and the outermost Probation Camps. For example, contact situations regarding schooling, such as, minor and attorney, Field Deputy Probation Officer (DPO) and Camp DPO, Camp to Community Transition Program DPO and LACOE Transition Counselors, covering situations where the minor is part of the meeting. The parents or designated holder of educational rights would congregate at any of the three Juvenile Halls or Field Offices where larger video cameras could capture on video the entire family and transmit the video and audio to the IEP or MDT meetings.

Overall Benefits

- Allow families of minors the opportunity to visit without the cost and travel time.
- Effortless face-to-face meetings across long distances.
- Eliminate unnecessary trips, reduce travel costs, and increase productivity.
- Do more with less and maximize resources.
- Be greener – save gas and reduce carbon dioxide emissions.
- Ability to videoconference between County and non-County entities (LACOE).

Proposed Phase I Implementation and Estimated Cost

As discussed at the June 20, 2012 Cluster Agenda Review (CAR) meeting, implementation of the Videoconference Project (Phase I) is proposed as follows: two at Challenger Memorial Youth Center, one at each of Camps Munz/Mendenhall and three area offices (Antelope Valley, Centinela, and San Gabriel Valley).

Based on an estimated implementation cost of \$32,500 per location, it would cost approximately \$228,000 to implement Phase I which would be financed with the \$444,000 initially identified for the Shuttle Transportation Services program by using \$160,000 in one-time funds and \$68,000 of the \$284,000 in ongoing funds. Consequently, \$216,000 from the FY 2011-12 ongoing allocation would remain.

Proposed Phase II Implementation and Estimated Cost

Subsequent to the implementation of Phase I, Probation would implement videoconferencing at other camps and area offices (Phase II) and finance such costs with the use of the remaining \$216,000 identified above, \$284,000 from the FY 2012-13 allocation, and any other potential funding sources, including Mental Health Services Act (Proposition 63) funding as identified by the Department of Mental Health. However, Probation and LACOE would request another CAR meeting to provide an update regarding Phase I and present the details of the Phase II proposal to your staff.

July 3, 2012 Board-Approved Videoconferencing Motion

We are working closely with the Internal Services Department and the Information Systems Advisory Body (ISAB) on Phase I, and as part of the Countywide Videoconferencing program, to explore enhancing videoconferencing to all remaining Probation facilities as there is a potential to leverage funds. Excluding the estimated costs associated with Phases I and II, implementation at remaining facilities would cost approximately \$1.3 million.

Probation staff had contacted the Chief Information Office to ensure their awareness of this Phase I proposal. However, in accordance with the July 3rd Board-approved motion, prior to any videoconferencing equipment implementation, Probation will ensure the CIO is included in the required network and bandwidth utilization assessments that are underway in conjunction with ISD and ISAB, to ensure usability and reliability of the services.

Casey A. Settlement Agreement Concerns

The implementation of this videoconferencing project will enable compliance with the Casey A. Settlement Agreement. Probation's Action Plan requires MDT's to be held at Challenger. Those MDTs are to include parents whenever possible. Teleconferencing would help and support this item tremendously.

Conclusion

The proposed project provides an alternative to the initially proposed Shuttle Transportation Services project and provides an increased opportunity for reunification of youth and their families.

Unless your Board has objections and contingent on the outcome of the network and bandwidth utilization assessments, Probation would like to proceed with the implementation of the Phase I project by July 24, 2012.

Each Supervisor
July 6, 2012
Page 4 of 4

Please contact us if you have any questions or if additional information is necessary, or your staff my contact Cal Remington, Assistant Chief Probation Officer, at (562) 940-2851 or Dr. Cuauhtémoc Avila, Assistant Superintendent for Educational Programs, LACOE, at (562) 803-8301.

JEP:CCR:cc

c: William T Fujioka, Chief Executive Officer
Sachi A. Hamai, Executive Officer, Board of Supervisors
Georgia Mattera, Public Safety, Chief Executive Office
Richard Sanchez, Chief Information Officer
John Ruegg, Director, Information Systems Advisory Body
Tom Tindall, Director, Internal Services Department
Justice Deputies



Los Angeles County Office of Education

Leading Educators ▪ Supporting Students ▪ Serving Communities

November 30, 2012

Arturo Delgado, Ed.D.
Superintendent

Los Angeles County
Board of Education

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Douglas R. Boyd

Katie Braude

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Thomas A. Saenz

To: Supervisor Zev Yaroslavsky, Chairman
Supervisor Gloria Molina
Supervisor Mark Ridley-Thomas
Supervisor Don Knabe
Supervisor Michael D. Antonovich

From: Arturo Delgado, Ed.D. *Arturo Delgado*
Superintendent

Subject: Comprehensive Educational Reform Implementation in Juvenile Halls
and Camps - Third LACOE Report (August 2012 to October 2012)

On November 29, 2011, the County of Los Angeles Board of Supervisors instructed the LACOE Superintendent to oversee the education reform endeavor, which includes chairing the existing Comprehensive Education Reform Committee that was created in 2007. In addition to this directive, the Board of Supervisors instructed the LACOE Superintendent to take over the responsibility of submitting quarterly implementation status reports on the proposed projects, as well as the status of the 35 education reform recommendations.

Pursuant to the November 29, 2011, motion, this is the third LACOE report on education reform covering the August 2012 through October 2012 activity. During this reporting period, LACOE and the Los Angeles County Probation Department (Probation) worked collaboratively to implement the 35 education reform recommendations.

The last Comprehensive Educational Reform Implementation progress report to the Board of Supervisors dated August 29, 2012, as well as all other previously submitted quarterly reports by LACOE and Probation, contained significant information concerning the implementation of each of the 35 recommendations. During the past two months, a team of staff members from LACOE and Probation convened to analyze and determine if the report's format inherently, and thus inadvertently, limited how the information in the report was being submitted and interpreted. The analysis of the report's format and of each of the 35 recommendations resulted in a deeper understanding for the expectations set forth. Accordingly, to more effectively and thoroughly inform the Board of Supervisors on the status of each recommendation, the report's format for this and subsequent reports has been revised.

The new report format includes the following four documents:

1. *Quarterly Report Rubric*. This document lists each recommendation and explicitly delineates qualitative expectations related to each of the 35 recommendations. It is expected that this scoring rubric will better promote ongoing self-evaluation and reflection. Additionally, outlining and using clear, objective benchmarks for each of the 35 recommendations is an effective way to proceed with subsequent actions in expectations not being met.
2. *Quarterly Status Report*. This document is aligned to the Quarterly Report Rubric and communicates compliance standing, areas of strength or concern, evidence, and next steps for each of the 35 recommendations for the distinct reporting period.
3. *Priorities over the Next Few Months*. This document summarizes the primary topics or areas of the Quarterly Status Report that will be the main focus over following months.
4. *Casey A. Settlement Agreement Update*. This document summarizes the progress made in each of the 13 areas outlined in the settlement agreement.

In accordance with the November 29, 2011, Board of Supervisors action, this report provides the status on the 35 recommendations by both LACOE and Probation covering the period of August 2012 through October 2012. The next quarterly status report will be provided by LACOE in March 2013 and quarterly thereafter. Probation has reviewed and concurs with this report.

Please contact me if you have any questions or if additional information is necessary. Your staff may also contact Dr. Cuauhtémoc Avila, Assistant Superintendent, Educational Programs, at 562.803.8301, or Mr. Jesús Corral, Probation Senior Director of Education Services, at 562.400.9608.

AD/CA/PW:sb
Attachments

cc: Jerry Powers, Chief, Los Angeles County Department of Probation
Honorable Michael Nash, Presiding Judge, Juvenile Court
Sachi A. Hamai, Executive Officer, Board of Supervisors
William T Fujioka, Chief Executive Officer
Georgia Mattera, Public Safety, Chief Executive Office
John Krattli, County Counsel
David Sommers, Public Information Officer, Chief Executive Office
Comprehensive Educational Reform Committee
Children's, Education, and Justice Deputies

LOS ANGELES COUNTY OFFICE OF EDUCATION/LOS ANGELES COUNTY PROBATION DEPARTMENT
COMPREHENSIVE EDUCATIONAL REFORM RECOMMENDATIONS
QUARTERLY RUBRIC REPORT

RECOMMENDATION	RESPONSIBLE AGENCY	SUBSTANTIALLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Educational Responsibilities 1. Recruit and hire a Director of School Services to serve as a senior staff advisor to the Chief Probation Officer on education matters and to serve as the Department's chief liaison in working with LACOE management and staff in implementing comprehensive educational reform in the juvenile halls and camps.	Probation	Probation recruited and hired a Director of School Services.	The Probation Director of School Services position is vacant and Probation is in the hiring process.	The Probation Director of School Services position is vacant and Probation is not in the hiring process.
Educational Responsibilities 2. Implement the use of multi-disciplinary teams to conduct comprehensive assessments of youth with the participation of the Juvenile Court; parents, other caregivers, or surrogates; educational service providers; and Probation.	LACOE Probation	≥90% of youth entering and exiting camps are provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).	70-89% of youth entering and exiting camps are provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).	<70% of youth entering and exiting camps are provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).
Educational Responsibilities 3. Ensure parent or caregiver involvement throughout the process of a youth's adjudication, school enrollment, assessment, detainment, and release, because such involvement is critical in ensuring the healthy development of youth. Develop strategies to increase parent involvement, and educate and train parents about the juvenile system, educational rights, and processes. Provide parents or surrogates with the necessary support, tools, and training, regarding (a) the judicial process, the legal and educational rights of their child and (b) involvement in assessment, case planning, and transitional planning to better enable them to carry out their responsibilities.	LACOE Probation	Parent(s) or caregiver(s) of youth entering and exiting camps participated physically or remotely in ≥90% of the Initial and Transition Multi-Disciplinary Team meetings.	Parent(s) or caregiver(s) of youth entering and exiting camps participated physically or remotely in 70-89% of the Initial and Transition Multi-Disciplinary Team meetings.	Parent(s) or caregiver(s) of youth entering and exiting camps participated physically or remotely in <70% of the Initial and Transition Multi-Disciplinary Team meetings.
Educational Responsibilities 4. Work with judicial officers and educational service providers to ensure timely determinations of the holders of educational rights.	Probation	The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, ≥90% of the time.	The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, 70-89% of the time.	The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, <70% of the time.

LOS ANGELES COUNTY OFFICE OF EDUCATION/LOS ANGELES COUNTY PROBATION DEPARTMENT
COMPREHENSIVE EDUCATIONAL REFORM RECOMMENDATIONS
QUARTERLY RUBRIC REPORT

RECOMMENDATION	RESPONSIBLE AGENCY	SUBSTANTIALLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Educational Responsibilities 5. Work with judicial officers to identify and assign qualified and appropriate surrogates or educational representatives, when necessary, to serve in place of the absent parent as advocates for youth in juvenile halls and camps.	LACOE Probation	Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) ≥90% of the time.	Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) 70-89% of the time.	Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) <70% of the time.
Educational Responsibilities 6. Train probation officers to serve as advocates for youth throughout their detainment and as they transition back to the community.	Probation	≥90% of transition probation officers have been trained to serve as advocates for youth.	70%-89% of transition probation officers have been trained to serve as advocates for youth.	<70% of transition probation officers have been trained to serve as advocates for youth.
Educational Responsibilities 7. Develop, implement, and continuously improve performance measurement systems to establish accountability for all participants in the educational system for youth in juvenile halls and camps. Establish a Research Advisory Committee that includes representatives from LACOE and Probation to advise both departments on improving the educational performance measurement system over time.	LACOE Probation	A Research Advisory Committee is in place and met at least monthly.	A Research Advisory Committee is in place and did not meet at least monthly.	A Research Advisory Committee is not in place.
Educational Assessment and Case Planning 8. Work with the Juvenile Court to ensure timely and comprehensive assessments of the criminogenic, educational, health, and mental health needs of youth in juvenile halls and camps as well as strength-based assessments of their interests and abilities. Utilize the educational checklists in the Bench Book for Education Issues in Dependency and Delinquency Courts to help do so. Revise the content of initial court reports on youth in juvenile camps to focus on assessment results and the integrated case plans, so that judicial officers have specific needs and objectives on which to base their camp orders.	LACOE Probation	≥90% of youth entering and exiting camps are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individualized Learning Plans.	70%-89% of youth entering and exiting camps are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individualized Learning Plans.	<70% of youth entering and exiting camps are provided Initial and Transition Multi-Disciplinary Team meetings, which includes comprehensive Individualized Learning Plans.
Educational Assessment and Case Planning 9. Provide additional educational psychologists (either employees and/or contractors) for the camp Assessment Unit to conduct psychoeducational assessments of youth with suspected special education needs in a very timely manner. * <i>*Note.</i> Psychological assessments do not take place at the camp Assessment Units. Instead, when necessary or referred, students are assessed by educational psychologists at the halls and camps.	LACOE	Staffing formulas exist to ensure adequate numbers of psychologist staff, and ≥90% of the positions filled. Leave replacement psychologists were hired on an as needed basis.	Staffing formulas exist to ensure adequate numbers of psychologist staff, and <90% of the positions filled. Leave replacement psychologists were hired on an as needed basis.	Staffing formulas do not exist to ensure adequate numbers of psychologist staff. Leave replacement psychologists were not hired on an as needed basis.

LOS ANGELES COUNTY OFFICE OF EDUCATION/LOS ANGELES COUNTY PROBATION DEPARTMENT
COMPREHENSIVE EDUCATIONAL REFORM RECOMMENDATIONS
QUARTERLY RUBRIC REPORT

RECOMMENDATION	RESPONSIBLE AGENCY	SUBSTANTIALLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Educational Assessment and Case Planning 10. Work with the Juvenile Court to ensure timely development of an integrated case plan – including an individual learning plan for educational services – that is customized to address each student’s needs and responsivity issues. Revise the content of final court reports on youth in juvenile camps to focus on aftercare case plans and transition back to the community, so that judicial officers have specific needs and objectives on which to base the camp-to-community transition programs (CCTP) portion of their camp orders.	LACOE Probation	≥90% of youth entering and exiting camps are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individualized Learning Plans.	70%-89% of youth entering and exiting camps are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individualized Learning Plans.	<70% of youth entering and exiting camps are provided Initial and Transition Multi-Disciplinary Team meetings, which includes comprehensive Individualized Learning Plans.
Educational Assessment and Case Planning 11. Integrate the camp-to-community transition programs of the Probation Department and LACOE (Assembly Bill 825), and prepare and train all staff including DMH and educational service providers to produce “meaningful” transitional plans that include: (a) strength-based assessments of youth educational and employment needs; (b) identification of needed community linkages and/or employment resources; (c) admission and/or re-enrollment into an appropriate educational pathway; (d) use of a “family conferencing” model; and (e) safe and positive community and living arrangements.	LACOE Probation	≥90% of appropriate LACOE and Probation staff have been trained to produce “meaningful” transitional plans.	70%-89% of appropriate LACOE and Probation staff have been trained to produce “meaningful” transitional plans.	<70% of appropriate LACOE and Probation staff have been trained to produce “meaningful” transitional plans.
Educational Assessment and Case Planning 12. Establish a comprehensive assessment center in which Probation, DMH and LACOE staff or contractors (a) conduct comprehensive assessments of criminogenic, educational, health, mental health, and parenting needs of youth ordered to camp and (b) develop initial case plans – including ILPs or IEPs for educational services – that are customized to address student needs and responsivity issues.	LACOE Probation	A comprehensive assessment center exists with LACOE, Probation, and Mental Health representatives.	A comprehensive assessment center exists, but missing one or more representatives (e.g., LACOE, Probation, and/or Mental Health).	A comprehensive assessment center does not exist.
Educational Assessment and Case Planning 13. Develop process and assign responsibility for shadowing, mentoring, counseling, and tracking youth during and after their stays in juvenile halls and camps.	Probation	Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in juvenile halls and camps exist.	Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in juvenile halls and camps exist but are not fully implemented.	Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in juvenile halls and camps does not exist.

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Educational Assessment and Case Planning 14. Utilize the new Dashboard Reporting System and Quality Assurances Services (QAS) staff and processes to help ensure that all youth in juvenile halls and camps receive (a) appropriate assessments of their criminogenic, health, mental health, and educational needs; (b) integrated case plans in a timely manner; and (c) treatment, education, and supervision services identified in their respective case plans. <i>Note.</i> Probation no longer uses the Dashboard Reporting System.	LACOE Probation	≥90% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.	70%-89% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.	<70% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.
Educational Assessment and Case Planning 15. Replicate the electronic data exchange (EDE) process/system which was recently implemented between LACOE and LAUSD, among other school districts within the County and the juvenile halls and camps to ensure timely transfer of school records both to and from juvenile camps and schools in the community. Explore expansion of the system to include tracking of educational performance after youth return from juvenile halls and camps to community schools to determine whether EBP treatment and educational services are successful over the long run.	LACOE	LACOE has replicated the electronic data exchange (EDE) process/system in at least three of the five largest feeder school districts in Los Angeles County.	LACOE is in the process of replicating the electronic data exchange (EDE) process/system in at least three of the five largest feeder school districts in Los Angeles County.	LACOE has not replicated, nor is LACOE in the process of replicating, the electronic data exchange (EDE) process/system in at least three of the five largest feeder school districts in Los Angeles County
Educational Assessment and Case Planning 16. Contract with educational consultants to help probation officers in the area offices assist youth receive services (including special education), ensure immediate enrollment upon release from camp, provide immediate assistance for suspended or expelled youth, and provide related training to area office staff.	LACOE	Individualized Learning Plans were completed for ≥90% of the youth released from camp. ≥90% of the youth released from camp successfully transition to their Individualized Learning Plan educational pathway designation.	Individualized Learning Plans were completed for 70%-89% of the youth released from camp. 70%-89% of the youth released from camp successfully transition to their Individualized Learning Plan educational pathway designation.	Individualized Learning Plans were completed for <70% of the youth released from camp. <70% of the youth released from camp successfully transition to their Individualized Learning Plan educational pathway designation.

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Educational Assessment and Case Planning 17. Develop and implement a process for the camp Assessment Unit to provide feedback to LACOE and applicable school districts regarding the results of comprehensive assessments of youth detained in juvenile hall or ordered to camp, so such organizations can reexamine and improve their own processes for assessing the health, mental health and educational needs (including specific learning disabilities and other special education needs) of their students. <i>*Note.</i> LACOE's Student File Center will responsible for forwarding students' ILPs (which include the results of comprehensive assessments) to the requesting districts.	LACOE	<p>The districts of residence receive official copies of transcripts and Individualized Learning Plans within the appropriate number of days (per Education Code) of being requested ≥90% of the time.</p> <p>≥90% of the youth released from camp leave with unofficial copies of their transcripts and Individualized Learning Plans.</p>	<p>The districts of residence receive official copies of transcripts and Individualized Learning Plans within the appropriate number of days (per Education Code) of being requested 70%-89% of the time.</p> <p>70%-89% of the youth released from camp leave with unofficial copies of their transcripts and Individualized Learning Plans.</p>	<p>The districts of residence receive official copies of transcripts and Individualized Learning Plans within the appropriate number of days (per Education Code) of being requested <70% of the time.</p> <p><70% of the youth released from camp leave with unofficial copies of their transcripts and Individualized Learning Plans.</p>
Instructional Program, Delivery and Materials 18. Provide all students with access to four instructional pathways leading either to a high school diploma, a GED certificate, a vocational education certificate, and/or college preparation.	LACOE	<p>≥90% of the camps and halls offer the four instructional pathways.</p>	<p>70%-89% of the camps and halls offer the four instructional pathways.</p>	<p><70% of the camps and halls offer the four instructional pathways.</p>
Instructional Program, Delivery and Materials 19. Redesign the JCS curriculum to capitalize on integrated use of instructional minutes. Deliver the instructional program in a comprehensive, coordinated, collaborative way to more effectively use the school day as well as after school/weekend hours.	LACOE	<p>The Juvenile Court School (JCS) curriculum has been redesigned to capitalize on integrated use of instructional minutes.</p> <p>≥90% of randomly sampled classrooms implement the redesigned curriculum with fidelity.</p>	<p>The Juvenile Court School (JCS) curriculum has been redesigned to capitalize on integrated use of instructional minutes.</p> <p>70%-89% of randomly sampled classrooms implement the redesigned curriculum with fidelity.</p>	<p>The Juvenile Court School (JCS) curriculum has not been redesigned to capitalize on integrated use of instructional minutes.</p> <p><i>and/or</i></p> <p><70% of randomly sampled classrooms implement the redesigned curriculum with fidelity.</p>

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Instructional Program, Delivery and Materials 20. Implement a plan to coordinate camp curriculum, the use of instructional materials and resources so that youth transferring from site to site do not miss instruction and are able to experience continuity to their instructional program. Reduce the amount of student instructional time lost due to interruptions, missing class, arriving late, or being removed from class due to behavior problems and attending medical, dental, and court appointments; and other reasons as determined by Probation	LACOE Probation	<p>The Juvenile Court School (JCS) curriculum has been redesigned and ≥90% of randomly sampled classrooms implement the redesigned curriculum with fidelity.</p> <p>≥90% of the camps and halls are textbook sufficient per Education Code.</p> <p>≥90% of the youth are not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.</p>	<p>The Juvenile Court School (JCS) curriculum has been redesigned, and 70%-89% of randomly sampled classrooms implement the redesigned curriculum with fidelity.</p> <p>70%-89% of the camps and halls are textbook sufficient per Education Code.</p> <p>70%-89% of the youth are not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.</p>	<p>The Juvenile Court School (JCS) curriculum has (or has not) been redesigned, and <70% of randomly sampled classrooms implement the redesigned curriculum with fidelity.</p> <p><70% of the camps and halls are textbook sufficient per Education Code.</p> <p><80% of the youth are not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.</p>
Instructional Program, Delivery and Materials 21. Train teachers in developing and delivering thematic, collaborative, project- and problem-based, experiential types of lessons.	LACOE	<p>≥90% of the LACOE teachers have been trained to develop and deliver thematic, project-based lessons.</p>	<p>70%-89% of the LACOE teachers have been trained to develop and deliver thematic, project-based lessons.</p>	<p><70% of the LACOE teachers have been trained to develop and deliver thematic, project-based lessons.</p>
Instructional Program, Delivery and Materials 22. Develop budget proposals to pilot several new instructional delivery models in the juvenile halls and camps as well as in the community, specifically: <ul style="list-style-type: none"> Establishing pilot charter schools at two camps – one dependent charter school for girls and one independent charter school for boys. Partnering with neighborhood public schools to create a place for youth returning from juvenile camps to continue in a consistent instructional environment. <p>Partnering with one or more of the 40 WorkSource/One-Stop Centers throughout Los Angeles County to provide CTE/VE in conjunction with academic and pre-apprenticeship programs in camps and apprenticeships and/or jobs in the community.</p>	LACOE	<p>A pilot look-alike charter school exists at two camps—one charter look-alike school for girls at one camp and one for boys at another camp.</p> <p>≥90% of the youth released from camp successfully transition to their Individualized Learning Plan educational pathway designation.</p>	<p>Only one pilot look-alike charter school exists.</p> <p>70%-89% of the youth released from camp successfully transition to their Individualized Learning Plan educational pathway designation.</p>	<p>A pilot look-alike charter school does not exist.</p> <p><70% of the youth released from camp successfully transition to their Individualized Learning Plan educational pathway designation.</p>

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Special Education 23. Ensure that the educational service providers are providing a full continuum of services and placements (i.e., resource specialists, special day classes, etc.) required under State law and based on an Individual Educational Program, regardless of whether or not youth attended a public school before they were detained, ordered to camp, or released into the community. For pupils who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	LACOE	A full continuum of services and placements required under State law and based on an Individual Educational Program are provided.	N/A	A full continuum of services and placements required under State law and based on an Individual Educational Program are not provided.
Special Education 24. Ensure that educational service providers are appropriately supporting special education students with behavioral problems by (a) conducting functional analysis assessments as required by law and (b) developing positive behavioral intervention plans consistent with the Hughes Bill. Emphasize the importance of keeping these youth in their high schools (rather than referring them out) and having counseling conference between school officials and parents/caregivers (rather than through probation officers) wherever possible.	LACOE	≥90% of the special education students with behavioral problems requiring support services are receiving those supports as required by their Individualized Educational Plans.	70%-89% of the special education students with behavioral problems requiring support services are receiving those supports as required by their Individualized Educational Plans.	<70% of the special education students with behavioral problems requiring support services are receiving those supports as required by their Individualized Educational Plans.
Special Education 25. Train probation officers both in camps and the community on special education and how to advocate for youth with IEPs, where necessary, so educational service providers can improve matching special education students with appropriate services before they enter juvenile halls and camps and when they transition back to the community.	LACOE Probation	≥90% of probation officers, both in camps and the community, have been trained in special education and how to advocate for youth with IEPs.	70%-89% of probation officers, both in camps and the community, have been trained in special education and how to advocate for youth with IEPs.	<70% of probation officers, both in camps and the community, have been trained in special education and how to advocate for youth with IEPs.
Programming for After School Hours and Weekends 26. Restructure camp and classroom schedules so there is more time for (a) individual program treatment; (b) homework, tutoring, and educational enrichment; and (c) other activities (aligned with youths' individual case plans) before or after class and on weekends.	LACOE Probation	≥90% of the camps and classrooms schedules have been restructured.	70%-89% of the camps and classrooms schedules have been restructured.	<70% of the camps and classrooms schedules have been restructured.

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Educational Facilities, Classroom Space, Staffing and Funding 27. Maximize utilization of existing dedicated classroom space, including space currently being used for LACOE storage, as appropriate. Assess specific needs for additional classroom space by site and develop an implementation plan.	LACOE Probation	<p>≥90% of the classroom space, where necessary, is available for instructional use. Camps and halls needing additional classroom space did assess for specific needs and developed an implementation plan.</p>	<p>70%-89% of the classroom space, where necessary, is available for instructional use. Camps and halls needing additional classroom space did assess for specific needs and developed an implementation plan.</p>	<p><70% of the classroom space, where necessary, is available for instructional use. Camps and halls needing additional classroom space did (or did not) assess for specific needs and developed an implementation plan.</p>
Educational Facilities, Classroom Space, Staffing and Funding 28. Utilize CEO/DPW report on camp reconfiguration to identify opportunities for establishing vocational education shops in juvenile camps; develop budget proposals to develop such space. <i>*Note.</i> The original CEO/DPW report was issued and complied with. Probation Senior Director of School Services and LACOE Division Director visits all probation camps no less than quarterly to identify potential vocational classroom space.	LACOE Probation	<p>LACOE's Division Director and Probation's Senior Director of School Services visited all probation camps quarterly to identify potential vocational classroom space.</p> <p>As additional space is identified, LACOE and Probation worked together to develop a budget to utilize the space.</p>	N/A	<p>LACOE's Division Director and Probation's Senior Director of School Services did not visit all probation camps quarterly to identify potential vocational classroom space.</p>
Educational Facilities, Classroom Space, Staffing and Funding 29. Establish standards for the quantity and quality of instructional materials, equipment and technology in each classroom. Establish a capital budget to fund implementation over a three-year period	LACOE	<p>Standards for the quality of instructional materials exist, and ≥90% of the materials meet the standards set forth.</p> <p>Standards for the quantity and quality of technology/equipment exist, and ≥90% of the classrooms meet standards set forth.</p> <p>A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment and technology exists.</p>	<p>Standards for the quality of instructional materials exist, and 70%-89% of the materials meet the standards set forth.</p> <p>Standards for the quantity and quality of technology/equipment exist, and 70%-89% of the classrooms meet standards set forth.</p> <p>A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment and technology exists.</p>	<p>Standards for the quality of instructional materials exist, and <70% of the materials meet the standards set forth.</p> <p>Standards for the quantity and quality of technology/equipment exist, and <70% of the classrooms meet standards set forth.</p> <p>A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment and technology does not exist.</p>

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Educational Facilities, Classroom Space, Staffing and Funding 30. Develop an educational staffing plan to ensure that there are adequate numbers of teaching, special education, assessment, counseling, and psychologist staff to meet the needs of youth in the juvenile halls and camps.	LACOE	Staffing formulas exist to ensure adequate numbers of staff to meet the needs of youth and ≥90% of the positions are filled.	Staffing formulas exist to ensure adequate numbers of staff to meet the needs of youth, and <90% of the positions are filled	Staffing formulas does not exist to ensure adequate numbers of staff to meet the needs of youth in the juvenile halls and camps.
Educational Facilities, Classroom Space, Staffing and Funding 31. Develop and implement a training plan to ensure that all LACOE instructional staff are appropriately trained in evidence-based practices (EBP) principles and staff skills, such as Core Correctional Practices and Motivational Interviewing. <i>*Note.</i> The use of Core Correctional Practices and Motivational Interviewing have been replaced with the Behavior Management Program model.	LACOE	≥90% of the instructional staff has been trained in the Behavior Management Program model.	70%-89% of the instructional staff has been trained in the Behavior Management Program model.	<70% of the instructional staff has been trained in the Behavior Management Program model.
Educational Facilities, Classroom Space, Staffing and Funding 32. Develop a three-year financial plan of revenues and expenditures for educational services in the juvenile halls and camps. Ensure adequate funding levels to support LACOE's implementation of the three-year plan.	LACOE	A three-year financial plan of revenues and expenditures for educational services exists, and is current. Adequate funding levels are available to support implementation.	A three-year financial plan of revenues and expenditures for educational services exists, and is current. Adequate funding levels are not available to support implementation.	A three-year financial plan of revenues and expenditures for educational services does not exist.
Educational Facilities, Classroom Space, Staffing and Funding 33. Seek State legislation to revamp the current JCS funding model, which is based on average daily attendance (ADA), to one that (a) is based on a residential service delivery model, (b) reflects the locations of the juvenile halls and camps throughout the County, and (c) fully funds educational services, particularly special education services, that students are legally entitled to receive.	LACOE	LACOE has sought State legislation to revamp the current Juvenile Court School funding model.	N/A	LACOE has not sought State legislation to revamp the current Juvenile Court School funding model.

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Quality Assurance and Program Evaluation 34. Utilize the four (4) educational outcomes and eight (8) educational performance indicators proposed by the Probation Department for approval by the Board of Supervisors as the starting point for evaluating educational programs and contracts with educational service providers (not teachers). Expect these indicators to change over time based on lessons learned, and actively seek advice from the best researchers in Los Angeles County and beyond to help “grow” the performance measurement system quickly.	LACOE Probation	The four (4) educational outcomes and eight (8) educational performance indicators are being used as a starting point for evaluating educational programs and contracts with educational service providers (not teachers).	N/A	The four (4) educational outcomes and eight (8) educational performance indicators are not being used as a starting point for evaluating educational programs and contracts with educational service providers (not teachers).
Quality Assurance and Program Evaluation 35. Amend the Probation Department’s memorandum of understanding with LACOE and any existing and future contracts with educational service providers to require monthly or quarterly reporting of the prescribed educational outcomes and performance indicators.	LACOE Probation	The Probation Department’s existing and recent memorandums of understanding with LACOE and other educational service providers have been amended.	N/A	The Probation Department’s existing and recent memorandums of understanding with LACOE and other educational service providers have not been amended.

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Educational Responsibilities 1. Recruit and hire a Director of School Services to serve as a senior staff advisor to the Chief Probation Officer on education matters and to serve as the Department’s chief liaison in working with LACOE management and staff in implementing comprehensive educational reform in the juvenile halls and camps.	Probation	Fully Compliant	<i>Current Evidence</i> Probation: Personnel Record	Position filled in July of 2012.	None	None
Educational Responsibilities 2. Implement the use of multi-disciplinary teams to conduct comprehensive assessments of youth with the participation of the Juvenile Court; parents, other caregivers, or surrogates; educational service providers; and Probation.	LACOE Probation	Fully Compliant	<i>Current Evidence</i> Probation: Multi-Disciplinary Team minutes	LACOE and Probation continue to engage in open dialogue on improving the Multi-Disciplinary Team process.	LACOE staff has not been able to physically attend all Initial Multi-Disciplinary Team meetings due to staffing limitations but has provided input. The quality of the Multi-Disciplinary Team has not reached the optimum level, as it has not produced a comprehensive educational plan for every student. <i>Note.</i> It is expected that the upcoming Individual Learning Plan will address this concern.	LACOE: Hire additional staff and modify responsibilities of existing staff members to ensure LACOE’s participation in all Initial Multi-Disciplinary Team meetings and ensure the acquisition of transcripts within 5 days after students enroll at juvenile halls. Implement recently developed Individual Learning Plan by the end of January of 2013. Probation: Ensure that all Multi-Disciplinary Team meetings are scheduled when all stakeholders are available.

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Educational Responsibilities 3. Ensure parent or caregiver involvement throughout the process of a youth's adjudication, school enrollment, assessment, detainment, and release, because such involvement is critical in ensuring the healthy development of youth. Develop strategies to increase parent involvement, and educate and train parents about the juvenile system, educational rights, and processes. Provide parents or surrogates with the necessary support, tools, and training, regarding (a) the judicial process, the legal and educational rights of their child and (b) involvement in assessment, case planning, and transitional planning to better enable them to carry out their responsibilities.	LACOE	Noncompliant	<i>Current Evidence</i> Probation: Multi-Disciplinary Team minutes <i>Future Evidence</i> LACOE: Mailing verification in student information database	None	Parent or caregiver participation in Initial and Transition Multi-Disciplinary Team meetings has been inconsistent.	LACOE/Probation: Implement the use of video-conferencing to increase parent or caregiver participation.
Educational Responsibilities 4. Work with judicial officers and educational service providers to ensure timely determinations of the holders of educational rights.	Probation	Unknown	<i>Current Evidence</i> Probation: <i>Directive #1270</i> Court report template	None	The level of compliance cannot be accurately determined at this time given that the courts have not maintained records for timely determinations of the holders of educational rights.	Probation: Probation will revisit <i>Directive #1270</i> to address this recommendation. Consult with Comprehensive Educational Reform Advisory Committee and reach out to judicial officers to address this area.
Educational Responsibilities 5. Work with judicial officers to identify and assign qualified and appropriate surrogates or educational representatives, when necessary, to serve in place of the absent parent as advocates for youth in juvenile halls and camps.	LACOE	Fully Compliant	<i>Current Evidence</i> LACOE: Volunteer and Parental Education Rights Holder forms	Surrogates or educational representatives on the current list provided by judicial officers have been available upon request.	None	LACOE: Continue to follow the process and monitor on a quarterly basis for quality assurance.

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Educational Responsibilities 6. Train probation officers to serve as advocates for youth throughout their detainment and as they transition back to the community.	Probation	Partially Compliant	<i>Current Evidence</i> Probation: Standards and Training for Corrections (STC) program certificates Sign-in sheets <i>Directive #1270</i>	None	There has been inconsistency in training probation officers as advocates for youth, and some already trained officers are not practicing at the desired level of advocacy.	Probation: Work with the Probation Training Office to conduct ongoing trainings.
Educational Responsibilities 7. Develop, implement, and continuously improve performance measurement systems to establish accountability for all participants in the educational system for youth in juvenile halls and camps. Establish a Research Advisory Committee that includes representatives from LACOE and Probation to advise both departments on improving the educational performance measurement system over time.	LACOE Probation	Partially Compliant	<i>Current Evidence</i> LACOE and Probation: Sign-in sheets and agendas	LACOE has continued to use data analysis as a primary tool to evaluate the quality of student programs, professional development, processes, and staff performance.	Joint participation between LACOE and Probation on this matter has only recently been established; thus, additional time is needed to more accurately measure the quality of this team venture.	LACOE/Probation: Continue to develop, implement, and improve performance measurement systems through the Research Advisory Committee.
Educational Assessment and Case Planning 8. Work with the Juvenile Court to ensure timely and comprehensive assessments of the criminogenic, educational, health, and mental health needs of youth in juvenile halls and camps as well as strength-based assessments of their interests and abilities. Utilize the educational checklists in the Bench Book for Education Issues in Dependency and Delinquency Courts to help do so. Revise the content of initial court reports on youth in juvenile camps to focus on assessment results and the integrated case plans, so that judicial officers have specific needs and objectives on which to base their camp orders.	LACOE Probation	Partially Compliant	<i>Current Evidence</i> LACOE and Probation: Multi-Disciplinary Team minutes <i>Future Evidence</i> LACOE: Individual Learning Plans	LACOE and Probation continue to engage in open dialogue on improving the Multi-Disciplinary Team process.	LACOE staff has not been able to physically attend all Initial Multi-Disciplinary Team meetings due to staffing limitations but has provided input. The quality of the Multi-Disciplinary Team has not reached the optimum level, as it has not produced a comprehensive educational plan for every student. <i>Note.</i> It is expected that the upcoming Individual Learning Plan will address this concern.	LACOE: Hire additional staff and modify responsibilities of existing staff members to ensure LACOE's participation in all Initial Multi-Disciplinary Team meetings, and ensure the acquisition of transcripts within 5 days after students enroll at juvenile halls. Implement recently developed Individual Learning Plan by the end of January of 2013. Probation: Ensure that all Multi-Disciplinary Team meetings are scheduled when all stakeholders are available.

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RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS
Educational Assessment and Case Planning 9. Provide additional educational psychologists (either employees and/or contractors) for the camp Assessment Unit to conduct psychoeducational assessments of youth with suspected special education needs in a very timely manner. * <i>*Note.</i> Psychological assessments do not take place at the camp Assessment Units. Instead, when necessary or referred, students are assessed by educational psychologists at the halls and camps.	LACOE	Fully Compliant	Current Evidence LACOE: Staffing ratios and site staffing profiles Special Education enrollment reports Personnel requisitions Enrollment intake forms with self-reporting questions	A staffing formula has been in place since the spring of 2012 to ensure an adequate number of psychologists at each school site. Replacement or substitute psychologists have been hired on an as needed basis. <i>Note.</i> LACOE has hired additional psychologists to address Educationally Related Mental Health Services (ERMHS) and assessments.	Given the number of students with suspected special needs, the timely identification and the referral process for formal evaluation are at times challenging and, therefore, not conducted within an ideal time frame.	LACOE: Continue to train staff and monitor protocols surrounding the Student Planning Team process for student identification. Ensure that the existing staffing ratio for school psychologists is commensurate with the ratio of surrounding county offices of education serving incarcerated youth or that the ratio is adequate to meet the needs of LACOE's student enrollment numbers.
Educational Assessment and Case Planning 10. Work with the Juvenile Court to ensure timely development of an integrated case plan – including an individual learning plan for educational services – that is customized to address each student's needs and responsivity issues. Revise the content of final court reports on youth in juvenile camps to focus on aftercare case plans and transition back to the community, so that judicial officers have specific needs and objectives on which to base the camp-to-community transition programs (CCTP) portion of their camp orders.	LACOE Probation	Partially Compliant	Current Evidence Probation: MDT Minutes Future Evidence LACOE: Individual Learning Plans	LACOE and Probation continue to engage in open dialogue on improving the Multi-Disciplinary Team process.	LACOE staff has not been able to physically attend all Initial Multi-Disciplinary Team meetings due to staffing limitations but has provided input. The quality of the Multi-Disciplinary Team has not reached the optimum level, as it has not produced a comprehensive educational plan for every student. <i>Note.</i> It is expected that the upcoming Individual Learning Plan will address this concern.	LACOE: Hire additional staff and modify responsibilities of existing staff members to ensure LACOE's participation in all Initial Multi-Disciplinary Team meetings, and ensure the acquisition of transcripts within 5 days after students enroll at halls. Implement recently developed Individual Learning Plan by the end of January of 2013. Probation: Ensure that all Multi-Disciplinary Team meetings are scheduled when all stakeholders are available.

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Educational Assessment and Case Planning 11. Integrate the camp-to-community transition programs of the Probation Department and LACOE (Assembly Bill 825), and prepare and train all staff including DMH and educational service providers to produce “meaningful” transitional plans that include: (a) strength-based assessments of youth educational and employment needs; (b) identification of needed community linkages and/or employment resources; (c) admission and/or re-enrollment into an appropriate educational pathway; (d) use of a “family conferencing” model; and (e) safe and positive community and living arrangements.	LACOE Probation	Partially Compliant	Future Evidence LACOE and Probation: Sign-in sheets and agendas	LACOE recently developed an Individual Learning Plan which is scheduled to be fully implemented by the end of January of 2013. The Individual Learning Plan addresses many of items in this recommendation. LACOE has committed to hire additional staff to ensure responsibilities are fulfilled in an exemplary fashion.	Less than 70% of the staff tasked with these responsibilities have received the appropriate training. The educational assessment and case planning process has continued to be fragmented.	LACOE: Implement recently developed Individual Learning Plan by the end of January of 2013. Explore various training options dealing with “meaningful” transitional plans. Probation: Ensure that all Multi-Disciplinary Team meetings are scheduled when all stakeholders are available.
Educational Assessment and Case Planning 12. Establish a comprehensive assessment center in which Probation, DMH and LACOE staff or contractors (a) conduct comprehensive assessments of criminogenic, educational, health, mental health, and parenting needs of youth ordered to camp and (b) develop initial case plans – including ILPs or IEPs for educational services – that are customized to address student needs and responsivity issues.	LACOE Probation	Fully Compliant	Current Evidence Probation: 15-Point Assessment Summaries generated by Camps Assessment Unit	In an effort to minimize disruptions to the quality of service due to staffing turnover, LACOE has had a process in place to provide several weeks of cross-training between outgoing and incoming employees.	Recent LACOE turnover in staffing at Camps Assessment Unit due to employment promotions.	LACOE/Probation: Maintain the staffing and working relationship between partner agencies at the Camps Assessment Unit.
Educational Assessment and Case Planning 13. Develop process and assign responsibility for shadowing, mentoring, counseling, and tracking youth during and after their stays in juvenile halls and camps.	Probation	Partially Compliant	Current Evidence Probation: Standards and Training for Corrections (STC) program certificates Sign-in sheets	None	Additional training on developing processes and assigning responsibility is necessary to reach full compliance in this area. There has not been a centralized process to account for each of the items in this recommendation.	Probation: Develop a clear and comprehensive system to ensure that all items of this recommendation are addressed.

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Educational Assessment and Case Planning 14. Utilize the new Dashboard Reporting System and Quality Assurances Services (QAS) staff and processes to help ensure that all youth in juvenile halls and camps receive (a) appropriate assessments of their criminogenic, health, mental health, and educational needs; (b) integrated case plans in a timely manner; and (c) treatment, education, and supervision services identified in their respective case plans. <i>Note.</i> Probation no longer uses the Dashboard Reporting System.	LACOE Probation	Partially Compliant	<i>Current Evidence</i> Probation: Dashboard Reporting System	LACOE recently developed an Individual Learning Plan that is scheduled to be fully implemented by the end of January of 2013. The Individual Learning Plan addresses many of items in this recommendation. LACOE has committed to hire additional staff to ensure responsibilities are fulfilled in an exemplary fashion.	The lack of a central database to house student data is an ongoing concern. The Dashboard Reporting System is no longer in use given its limited capacity to address the needs of this recommendation. <i>Note:</i> The recommendation is partially compliant in spite of the absence of a central database, given that items a-c of the recommendation continue to be met.	Probation: Examine the feasibility of using the Dashboard Reporting System, or another system, to collect the data required for compliance in this recommendation. Explore the possibility of incorporating student information into LACOE's student information system, EPIC.
Educational Assessment and Case Planning 15. Replicate the electronic data exchange (EDE) process/system which was recently implemented between LACOE and LAUSD, among other school districts within the County and the juvenile halls and camps to ensure timely transfer of school records both to and from juvenile camps and schools in the community. Explore expansion of the system to include tracking of educational performance after youth return from juvenile halls and camps to community schools to determine whether EBP treatment and educational services are successful over the long run.	LACOE	Noncompliant	<i>Future Evidence</i> LACOE: Electronic data exchange procedures	None	CAHSEE.ctronic data exchange process/system implemented between LACOE and Los Angeles Unified School District has not been replicated.	LACOE: Follow-up on initial steps to have LACOE's Student Records Acquisition Unit replicate the electronic data exchange with at least three of the five largest feeder school districts in Los Angeles County.

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Educational Assessment and Case Planning 16. Contract with educational consultants to help probation officers in the area offices assist youth receive services (including special education), ensure immediate enrollment upon release from camp, provide immediate assistance for suspended or expelled youth, and provide related training to area office staff.	LACOE Probation	Noncompliant	<i>Current Evidence</i> LACOE and Probation: Grant applications <i>Current Evidence</i> Probation: Service Request Form to hire educational consultant <i>Future Evidence</i> LACOE: Individual Learning Plans	None	Educational Consultants have not been hired.	LACOE: Implement the recently developed Individual Learning Plan by the end of January of 2013 that contains fields that account for aftercare enrollment confirmation. Implement AB 790 Linked Learning Pilot Program to ensure that students are provided multiple career pathway opportunities. Probation: Hire Educational Consultants.
Educational Assessment and Case Planning 17. Develop and implement a process for the camp Assessment Unit to provide feedback to LACOE and applicable school districts regarding the results of comprehensive assessments of youth detained in juvenile hall or ordered to camp, so such organizations can reexamine and improve their own processes for assessing the health, mental health and educational needs (including specific learning disabilities and other special education needs) of their students. <i>*Note.</i> LACOE's Student File Center will responsible for forwarding students' ILPs (which include the results of comprehensive assessments) to the requesting districts.	LACOE	Partially Compliant	<i>Current Evidence</i> LACOE: Student File Center records of completed requests Records request procedures <i>Future Evidence</i> LACOE: Individual Learning Plans	None	A comprehensive assessment of youth detained in the halls or camps has been fragmented under the current Multi-Disciplinary Team process. The quality of the Multi-Disciplinary Team has not reached the optimum level, as it has not produced a comprehensive educational plan for every student. <i>Note.</i> It is expected that the upcoming Individual Learning Plan will address this concern.	LACOE: Hire additional staff and modify responsibilities of existing staff members to ensure LACOE's participation in all Initial Multi-Disciplinary Team meetings, and ensure the acquisition of transcripts within 5 days after students enroll at halls. Implement the recently developed Individual Learning Plan by the end of January of 2013. Probation: Ensure that all Multi-Disciplinary Team meetings are scheduled when all stakeholders are available.

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Instructional Program, Delivery and Materials 18. Provide all students with access to four instructional pathways leading either to a high school diploma, a GED certificate, a vocational education certificate, and/or college preparation.	LACOE	Partially Compliant	<i>Current Evidence</i> LACOE: Master schedules Extended Learning Opportunity schedule 2012 Division of Student Programs Self-Report document	All camps and halls provide students high school diploma, GED pathways, and college preparation. College courses are currently offered at Nidorf, McAuliffe, and Road to Success Academy. Miller/Kilpatrick staff is working with local junior colleges to make courses available next semester.	Not all of the camps and halls offer vocational education certificates at this time.	LACOE/Probation: Continue to work collaboratively to ensure that all the pathways are available at all camps and halls.
Instructional Program, Delivery and Materials 19. Redesign the JCS curriculum to capitalize on integrated use of instructional minutes. Deliver the instructional program in a comprehensive, coordinated, collaborative way to more effectively use the school day as well as after school/weekend hours.	LACOE	Partially Compliant	<i>Current Evidence</i> LACOE: Pacing guides and calendars Random sample results	Pacing guides and calendars have been put in place to minimize instructional disruptions when students move between facilities.	A recent sample (87.5% or 21 out of 24) of randomly sampled classrooms were implementing the redesigned curriculum with fidelity.	LACOE: Schedule and train staff on the implementation of common core state standards. Continue to monitor fidelity through site visits and instructional walkthroughs.
Instructional Program, Delivery and Materials 20. Implement a plan to coordinate camp curriculum, the use of instructional materials and resources so that youth transferring from site to site do not miss instruction and are able to experience continuity to their instructional program. Reduce the amount of student instructional time lost due to interruptions, missing class, arriving late, or being removed from class due to behavior problems and attending medical, dental, and court appointments; and other reasons as determined by Probation	LACOE Probation	Partially Compliant	<i>Current Evidence</i> LACOE: Textbook Sufficiency Board Report minutes Random sample results Attendance rosters <i>Future Evidence</i> LACOE: Camp Instructional Time Monitoring Sheet	LACOE has recently implemented instructional walkthroughs to help maintain the integrity of the instructional program, including the use of instructional materials and “bell to bell” instruction. LACOE and Probation have had open dialogue on ways to minimize classroom disruptions. For example: <ul style="list-style-type: none"> • Vaccinations now administered at camps instead of transporting to halls. • Efforts made to have vaccinations administered outside of instructional time. • Judge Groman agreed not to hold court during the administration of the CAHSEE. 	The Juvenile Court School (JCS) curriculum has been redesigned to capitalize on integrated use of instructional minutes. However, a recent sample (87.5% or 21 out of 24) of randomly sampled classrooms were implementing the redesigned curriculum with fidelity. A standardized mechanism to monitor youth missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation, has not been in place.	LACOE/Probation: Probation and LACOE are working on a Camp Instructional Time Monitoring Sheet to monitor and analyze instructional time lost due to medical, dental, and court appointments (or other reasons as determined by Probation). A Camp Instructional Time Monitoring Sheet will assist both agencies in reducing the amount of instructional time lost.

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Instructional Program, Delivery and Materials 21. Train teachers in developing and delivering thematic, collaborative, project- and problem-based, experiential types of lessons.	LACOE	Noncompliant	<i>Current Evidence</i> LACOE: Road to Success Academy curriculum <i>Future Evidence</i> LACOE: Professional Development calendar Sign-in sheets and agendas	There exists one pilot look-alike charter school at Road to Success Academy, which focuses on thematic-based instruction, and the entire staff has received training. Some staff from Munz/Mendenhall has recently begun to receive project-based training.	<70% of the teachers have been trained in developing and delivering thematic, collaborative, project- and problem-based, experiential types of lessons.	LACOE: Work with LACOE's Division of Educational Services, Road to Success Academy Planning Committee, and site specialists to schedule and train additional teachers.
Instructional Program, Delivery and Materials 22. Develop budget proposals to pilot several new instructional delivery models in the juvenile halls and camps as well as in the community, specifically: <ul style="list-style-type: none"> Establishing pilot charter schools at two camps – one dependent charter school for girls and one independent charter school for boys. Partnering with neighborhood public schools to create a place for youth returning from juvenile camps to continue in a consistent instructional environment. Partnering with one or more of the 40 WorkSource/One-Stop Centers throughout Los Angeles County to provide CTE/VE in conjunction with academic and pre-apprenticeship programs in camps and apprenticeships and/or jobs in the community.	LACOE	Noncompliant	<i>Current Evidence</i> LACOE: Road to Success Academy curriculum <i>Future Evidence</i> LACOE: Individual Learning Plans	Road to Success Academy, a charter look-alike pilot program, has been in place for two years and has provided a successful alternative to a traditional instruction model through a project-based curriculum.	Efforts to establish a second charter look-alike pilot program has been delayed given administrative turnover at the designated school site. Recent staffing cuts have delayed efforts to pursue partnerships with neighboring public schools.	LACOE: Revisit plans to initiate a second charter look-alike pilot program. Initiate conversation with Community Day Schools and field probation officers to encourage more students exiting camp to enroll at a local Community Day School. LACOE/Probation: Initial planning meeting is scheduled for December 19, 2012, to launch Munz/Mendenhall pilot look-alike charter school committee.

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Special Education 23. Ensure that the educational service providers are providing a full continuum of services and placements (i.e., resource specialists, special day classes, etc.) required under State law and based on an Individual Educational Program, regardless of whether or not youth attended a public school before they were detained, ordered to camp, or released into the community. For pupils who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	LACOE	Fully Compliant	Current Evidence LACOE: LACOE SELPA Local Plan Annual Service and Budget Plans	A full continuum of services and placements (i.e., resource specialists, special day classes, etc.), as required under state law and based on an Individual Educational Program, have been provided.	None	LACOE: Review the final report from the recent California Department of Education audit when it becomes available in January 2013, and address all items found out of compliance.
Special Education 24. Ensure that educational service providers are appropriately supporting special education students with behavioral problems by (a) conducting functional analysis assessments as required by law and (b) developing positive behavioral intervention plans consistent with the Hughes Bill. Emphasize the importance of keeping these youth in their high schools (rather than referring them out) and having counseling conference between school officials and parents/caregivers (rather than through probation officers) wherever possible.	LACOE	Partially Compliant	Current Evidence LACOE: Annual Service Plan Special Education database <i>Assurances</i> in the Special Education Local Plan Sample of service provider registries	None	70%-89% of the special education students with behavioral problems requiring support services received those supports as required by their Individualized Education Program (IEP).	LACOE: Continue sampling of IEPs and service provider special education registers. Develop a formal protocol for student referrals at the camps and halls. Functional Behavioral Assessment (FBA) training is scheduled to start in January 2013. Behavior Intervention Case Manager (BICM) training is scheduled to start in February 2013.
Special Education 25. Train probation officers both in camps and the community on special education and how to advocate for youth with IEPs, where necessary, so educational service providers can improve matching special education students with appropriate services before they enter juvenile halls and camps and when they transition back to the community.	LACOE Probation	Partially Compliant	Current Evidence Probation: Standards and Training for Corrections (STC) program certificates Sign-in sheets	None	There is no metric in place (quantitative or qualitative) to measure advocacy by probation officers.	LACOE/Probation: Work through the Research Advisory Committee to develop a viable metric to measure advocacy by probation officers. Probation: Work with the Probation Training Office to conduct additional training as needed.

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Programming for After-School Hours and Weekends 26. Restructure camp and classroom schedules so there is more time for (a) individual program treatment; (b) homework, tutoring, and educational enrichment; and (c) other activities (aligned with youths' individual case plans) before or after class and on weekends.	LACOE Probation	Partially Compliant	<i>Current Evidence</i> Probation: Daily schedules for camps and halls <i>Current Evidence</i> LACOE: Master schedules Extended Learning Opportunity schedule	School schedules (e.g., Master schedules and Extended Learning Opportunity schedules) have been in place at all sites to maximize intervention and enrichment opportunities.	The alignment of camp schedules to individual case plans has not been fully completed.	LACOE/Probation: Monitor school schedules and make adjustments as needed. Probation: Work to align camp schedules to individual case plans.
Educational Facilities, Classroom Space, Staffing and Funding 27. Maximize utilization of existing dedicated classroom space, including space currently being used for LACOE storage, as appropriate. Assess specific needs for additional classroom space by site and develop an implementation plan.	LACOE Probation	Partially Compliant	<i>Current Evidence</i> LACOE and Probation: Site facility plans	Effective planning and analysis of existing classroom space have been conducive to maximized use of available facilities.	None	LACOE/Probation: Update/revise site facility plans for all camps and halls. Assess needs for additional classroom space during Camp Kilpatrick's closure next year, and carefully develop a contingency plan to minimize the impact on existing facilities at other camps.
Educational Facilities, Classroom Space, Staffing and Funding 28. Utilize CEO/DPW report on camp reconfiguration to identify opportunities for establishing vocational education shops in juvenile camps; develop budget proposals to develop such space. <i>*Note.</i> The original CEO/DPW report was issued and complied with. Probation Senior Director of School Services and LACOE Division Director visit all probation camps no less than quarterly to identify potential vocational classroom space.	LACOE Probation	Fully Compliant	None	On November 15, 2012, a new Paxton/Patterson shop was officially opened at Camp Miller. There are plans to also open a shop at Road to Success Academy in the near future.	Constraints on existing budgets continue to impact expansion effort of vocational classrooms.	LACOE/Probation: Continue to monitor and identify opportunities for establishing vocational education shops in juvenile camps. Determine if existing facilities at Camps Afflerbaugh/Paige will accommodate the opening of a shop class.

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Educational Facilities, Classroom Space, Staffing and Funding 29. Establish standards for the quantity and quality of instructional materials, equipment and technology in each classroom. Establish a capital budget to fund implementation over a three-year period	LACOE	Partially Compliant	<i>Current Evidence</i> LACOE: Textbook Sufficiency Board Report minutes Procedures for replacement of damaged textbooks Textbook Condition Rubric	Per Education Code requirements, all of the camps and halls are textbook sufficient. A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment, and technology is in place.	Procedures for replacement of damaged textbooks and a rubric to qualify textbook condition are in place but not being uniformly applied.	LACOE: Follow already established procedures for replacement of damaged textbooks and the textbook condition rubric. Develop procedures for school staff to maintain quality of instructional materials.
Educational Facilities, Classroom Space, Staffing and Funding 30. Develop an educational staffing plan to ensure that there are adequate numbers of teaching, special education, assessment, counseling, and psychologist staff to meet the needs of youth in halls and camps.	LACOE	Fully Compliant	<i>Current Evidence</i> LACOE: Staffing ratios and site staffing profiles	A staffing formula has been in place since the spring of 2012. The staffing formula has had a positive impact on meeting the needs of students.	None	LACOE: Ensure that the existing staffing ratios for school staff are commensurate with the ratio of surrounding county offices of education serving incarcerated youth or that the ratio is adequate to meet the needs of LACOE's student enrollment numbers.
Educational Facilities, Classroom Space, Staffing and Funding 31. Develop and implement a training plan to ensure that all LACOE instructional staff are appropriately trained in evidence-based practices (EBP) principles and staff skills, such as Core Correctional Practices and Motivational Interviewing. <i>*Note.</i> The use of Core Correctional Practices and Motivational Interviewing have been replaced with the Behavior Management Program model.	LACOE	Partially Compliant	<i>Current Evidence</i> LACOE: Sign-in sheets and agendas	All instructional staff members at the camps have been trained in the Behavior Management Program model.	Instructional staff members at halls have not been trained. Some staff at Central Juvenile Hall received trainings in components of Behavior Management Program model.	LACOE/Probation: Schedule trainings for instructional staff members at the halls and for those at the camps that arrived after the last training was conducted.

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Educational Facilities, Classroom Space, Staffing and Funding 32. Develop a three-year financial plan of revenues and expenditures for educational services in the juvenile halls and camps. Ensure adequate funding levels to support LACOE's implementation of the three-year plan.	LACOE	Fully Compliant	<i>Current Evidence</i> LACOE: Three-year plan Individual Learning Plan implementation plan	A three-year financial plan of revenues and expenditures for educational services in the juvenile halls and camps exists and is current.	Funding levels may fluctuate as a result of the state budget. Additional funding necessary as programs and services are added or expanded (e.g., Individual Learning Plan).	LACOE/Probation: Stay current on legislative changes that could impact budget. Seek additional funding opportunities.
Educational Facilities, Classroom Space, Staffing and Funding 33. Seek state legislation to revamp the current JCS funding model, which is based on average daily attendance (ADA), to one that (a) is based on a residential service delivery model, (b) reflects the locations of the juvenile halls and camps throughout the County, and (c) fully funds educational services, particularly special education services, that students are legally entitled to receive.	LACOE	Fully Compliant	None	LACOE recently submitted a recommendation to reintroduce a bill that revamps the JSC funding model.	LACOE, in partnership with other county offices of education, was previously unsuccessful in its efforts to move the state to revamp the funding model.	LACOE: Work in partnership with other county offices of education and other constituents to revamp JCS funding model.
Quality Assurance and Program Evaluation 34. Utilize the four (4) educational outcomes and eight (8) educational performance indicators proposed by the Probation Department for approval by the Board of Supervisors as the starting point for evaluating educational programs and contracts with educational service providers (not teachers). Expect these indicators to change over time based on lessons learned, and actively seek advice from the best researchers in Los Angeles County and beyond to help "grow" the performance measurement system quickly.	LACOE Probation	Partially Compliant	None	LACOE has recently developed a program evaluation model to assess a variety of intervention programs for their effectiveness on student learning.	The four (4) educational outcomes and eight (8) educational performance indicators are currently not being used as a tool to help evaluate educational programs and contracts with educational service providers.	LACOE/Probation: Work through the Program Evaluation Committee to ensure that plans to implement the evaluation model remain on schedule. Review and analyze data from the evaluation model audits and make appropriate recommendations and adjustments as needed.

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Quality Assurance and Program Evaluation 35. Amend the Probation Department's memorandum of understanding with LACOE and any existing and future contracts with educational service providers to require monthly or quarterly reporting of the prescribed educational outcomes and performance indicators.	LACOE Probation	Fully Compliant	<i>Current Evidence</i> LACOE and Probation: MOUs	The Probation Department's MOUs with LACOE and other educational service providers amended. <i>Note.</i> No additional MOUs were added during this reporting period.	None	LACOE/Probation: Modify MOU(s) as needed

PRIORITIES OVER THE NEXT FEW MONTHS

As the lead agencies spearheading the education reform effort, the Los Angeles County Office of Education (LACOE) and the Los Angeles County Probation Department (Probation) remain committed to this endeavor and will continue to focus on the following priorities over the next few months:

1. LACOE is in the process of hiring an Assistant Director for the Division of Student Programs. This employee will work closely with LACOE's Assistant Superintendent and Director, as well as Probation's Director of School Services, to further develop procedures and protocols for gathering data for all future Comprehensive Educational Reform Recommendations *Quarterly Status Reports*.
2. LACOE has developed procedures and an implementation plan for the Individualized Learning Plan process, which will soon be the education portion of the Multi-Disciplinary Team. LACOE expects full implementation by January of 2013. This particular project includes the hiring of additional certificated and classified staff members, along with thorough training for all key stakeholders.
3. Probation will continue to work with LACOE to expand Career Technical Education opportunities for incarcerated youth.

CASEY A. SETTLEMENT AGREEMENT UPDATE

On October 31, 2012, the Technical Consulting and Advisory (TCA) team issued their fifth quarterly report addressing the 13 areas covered in the Action Plan. The TCA team noted that McAuliffe has reached a tipping point whereas so many services and programs are having a significant impact on youth. Below are highlights from the report:

Area 1. Administration, Leadership & Management

The TCA team acknowledged that since the fourth quarterly report, continued positive changes have taken place at McAuliffe. The principal and central office staff have both been responsive in meeting the terms of the settlement agreement. The TCA team also shared that they are very anxious to receive feedback on Los Angeles County Office of Education's (LACOE's) search to hire a new principal to work closely with the current principal, ensuring a smooth transition for the 2013-2014 school year.

Area 2. Data Management

LACOE has the capacity to provide needed information for student placement, assessment, and progress monitoring. Central office staff, along with site administration, needs to continue working to develop the necessary bridges utilizing information effectively through LACOE's Educational Programs Information Connection (EPIC) student information system. The ability to print needed reports, including the acquisition of transcripts from local school districts, has continued to be an on-going concern. Central office staff and site experts will provide support for the use of technology as a teaching and planning tool at both the office and site levels. To assist with all aspects of data management, LACOE is hiring a Chief Technology Officer in December.

Area 3. Instruction

The focus of the 2012-2013 school year includes instructional activities that accelerate learning with solid planning, rigor that engages students at high levels, and active student participation in the learning environment. Administration and Professional Learning Community (PLC) leads have been trained on the Focused Classroom Walkthrough protocol and will continue to work in the PLCs to improve instruction. Instruction, although improved, needs to move to higher levels of critical thinking and rigor with real world relevance.

Area 4. Literacy

The Literacy Program continues to be a positive aspect of programming with numerous opportunities for students to access books and other reading materials. There are dedicated reading times during the school day, in the living units and during classroom visits to the library. Also, students participate in monthly themed writing and art contests and e-reader clubs. In the after school program Operation Read staff uses Achieve3000 as part of its curriculum and directs two of the Kindle clubs at McAuliffe.

Area 5: Positive Behavior Support

The system of Positive Behavior Intervention and Supports (PBIS) has been implemented and continues to be in full compliance. The evidence shows that students who experienced chronic or serious behavioral problems are reviewed at PBIS team meetings as well as at Multi-disciplinary Team (MDT) meetings. Los Angeles County Probation Department (Probation) and LACOE

staff, at all levels, meet regularly to discuss implementation. Data shows a decline in the number of school referrals. Probation's revised their Behavior Management Program (BMP) which directly complements PBIS.

Area 6. Special Education

Special Education services are being provided to the students by utilizing a collaborative approach that ensures services to assist students in gaining access to make progress in the general education curriculum. Teachers are working collaboratively to develop aligned lesson plans, as special education staff members are critical members of PLCs. Special Education remains in good shape. Individualized Education Programs (IEPs) are held in a timely manner and compliance is one of continued effectiveness.

Area 7. Career and Technical Education

Landscaping, Building Skills and Culinary classes provide industry recognized Occupational Safety and Health Administration (OSHA) and ServSafe certification. The school has successfully ensured that students receive certificates. The requirement that all students receive at least one quarter of Career Technical Education (CTE) during their incarceration has been a challenge, due to the potential danger involving the use of power tools and knives. Staff is developing an additional section for the new school year without dangerous materials to increase participation rates. CTE enrollment has shown a marked improvement with a 66% participation rate and rising. With the addition of college courses as a career path, this will also increase participation rates. During this reporting period, computer-aided design (CAD) was added to the landscaping curriculum and the culinary arts program was enhanced with the addition of a second instructor and an expanded schedule that allowed more students to enroll.

Area 8. Special Activities

This area continues to experience important and significant progress. Challenger Memorial Youth Center as a whole continues to emphasize incentive programs that enhance student success and morale. Positive data has been collected by both LACOE and Probation that indicate high quality incentive programs significantly reduce behavior problems.

Area 9. Transition and Aftercare

The transition and aftercare component of the action plan continues to be in substantial compliance. The Camp to Community Transition Protocol (CCTP) has been implemented and is in use.

Area 10. Partnership

Partnership work continues to be an area of strength. "It's Time for Kids" continues to enhance the behavior management program used in the living units. Points earned in school also support partnership activities. The library systems in the living units are supported by both LACOE staff and Probation and are a great way of promoting literacy. A new partnership with a local community college (Mission College) has been developed and young men with high school diplomas, GED certificates or 11th and 12th grade status can enroll in one of two courses that will be taught through Mission College.

Area 11. Safety and Crisis Management

McAuliffe continues to implement a safety program for contraband in cooperation with the probation staff. Probation continues to implement a safety and security check of all people including staff coming into the facility. Regular searches of classrooms and living units are conducted to maintain a high level of security and safety.

Area 12. Discipline and SHU

Classroom observations, discussions with Probation staff, and interviews with youth indicate disciplinary practices at McAuliffe continue to improve. The primary Special Housing Unit (SHU) classroom is staffed by a skilled teacher and experienced aide. This team, with support of Probation staff, provides instructional services with minimal interruptions or disciplinary problems. Probation and LACOE staff review school attendance for students in the SHU on a daily basis to ensure students are attending classes. During this reporting period, a new protocol for SHU students was developed with input from the TCA and plaintiffs' counsel. The new policies affirm the parties' obligation to ensure that all students housed in the SHU receive education services.

Area 13. Sustainability and Quality Assurance

Sustainability and quality continue to be integrated in the day-to-day operations of the education program. The TCA team suggests that a written plan with goals, objectives and benchmarks be developed with the support of LACOE's Division of Audits and Accountability to describe how the educational program will sustain compliance.



Los Angeles County Office of Education

Leading Educators ▪ Supporting Students ▪ Serving Communities

March 13, 2013

Arturo Delgado, Ed.D.
Superintendent

Los Angeles County
Board of Education

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Katie Braude

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To: Supervisor Mark Ridley-Thomas, Chairman
Supervisor Gloria Molina
Supervisor Zev Yaroslavsky
Supervisor Don Knabe
Supervisor Michael D. Antonovich

From: Arturo Delgado, Ed.D. 
Superintendent

Subject: Comprehensive Educational Reform Implementation in Juvenile Halls
and Camps - Fourth LACOE Report (November 2012 to January 2013)

On November 29, 2011, the County of Los Angeles Board of Supervisors instructed the LACOE Superintendent to oversee the education reform endeavor, which includes chairing the existing Comprehensive Education Reform Committee that was created in 2007. In addition to this directive, the Board of Supervisors instructed the LACOE Superintendent to take over the responsibility of submitting quarterly implementation status reports on the proposed projects, as well as the status of the 35 education reform recommendations.

Pursuant to the November 29, 2011, motion, this is the fourth LACOE report on education reform covering the November 2012 through January 2013 activity. During this reporting period, LACOE and the Los Angeles County Probation Department (Probation) worked to implement the 35 education reform recommendations.

The report format includes the following three documents:

1. *Quarterly Report (November 2012 to January 2013)*. This document communicates compliance standing, areas of strength or concern, evidence, and next steps for each of the 35 recommendations for the distinct reporting period. Also included in the *Quarterly Report* is the compliance rubric, which explicitly delineates both quantitative and qualitative expectations related to each of the 35 recommendations. This scoring rubric helps promote ongoing self-evaluation and reflection, and ensures accountability through the use of clear, objective benchmarks for each recommendation.
2. *Priorities over the Next Few Months*. This document summarizes the primary areas of focus for the upcoming quarter.
3. *Casey A. Settlement Agreement Update*. This document summarizes the progress made in each of the 13 areas outlined in the settlement agreement.

Board of Supervisors

March 13, 2013

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Please contact me if you have any questions or if additional information is necessary. Your staff may also contact Dr. Cuauhtémoc Avila, Assistant Superintendent, Educational Programs, at 562-803-8301, or Mr. Jesús Corral, Probation Senior Director of Education Services, at 562-400-9608.

AD/CA/PW:sb

Attachments

cc: Jerry Powers, Chief, Los Angeles County Department of Probation
Honorable Michael Nash, Presiding Judge, Juvenile Court
Sachi A. Hamai, Executive Officer, Board of Supervisors
William T Fujioka, Chief Executive Officer
Georgia Mattera, Public Safety, Chief Executive Office
John Krattli, County Counsel
David Sommers, Public Information Officer, Chief Executive Office
Comprehensive Educational Reform Committee
Children's, Education, and Justice Deputies

LOS ANGELES COUNTY OFFICE OF EDUCATION/LOS ANGELES COUNTY PROBATION DEPARTMENT
COMPREHENSIVE EDUCATIONAL REFORM RECOMMENDATIONS
QUARTERLY REPORT (NOVEMBER 2012 TO JANUARY 2013)

QUARTERLY STATUS							RUBRIC		
RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS	FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Educational Responsibilities 1. Recruit and hire a Director of School Services to serve as a senior staff advisor to the Chief Probation Officer on education matters and to serve as the Department’s chief liaison in working with LACOE management and staff in implementing comprehensive educational reform in the juvenile halls and camps.	Probation	Fully Compliant	<i>Current Evidence</i> Probation: Personnel Record	Position filled in July of 2012.	None	None	Probation recruited and hired a Director of School Services.	The Probation Director of School Services position is vacant and Probation is in the hiring process.	The Probation Director of School Services position is vacant and Probation is not in the hiring process.
Educational Responsibilities 2. Implement the use of multi-disciplinary teams to conduct comprehensive assessments of youth with the participation of the Juvenile Court; parents, other caregivers, or surrogates; educational service providers; and Probation.	LACOE Probation	Fully Compliant	<i>Current Evidence</i> LACOE: Personnel records Multi-Disciplinary Team minutes samples	LACOE hired additional staff to ensure timely acquisition of transcripts. LACOE and Probation continue to engage in open dialogue on improving the Multi-Disciplinary Team process.	Probation is responsible for scheduling Multi-Disciplinary Team meetings. LACOE is unable to attend Multi-Disciplinary Team meetings scheduled on weekends, in evenings, or on holidays.	LACOE: Implement the Multi-Disciplinary Team Monthly Follow-up Form to track parent and district of residence participation by April of 2013. Reallocate duties and assign Academic Counselors to attend all Initial Multi-Disciplinary Team meetings by February of 2013. Probation: Ensure that all Multi-Disciplinary Team meetings are scheduled when all stakeholders are available.	≥90% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).	70-89% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).	<70% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).
Educational Responsibilities 3. Ensure parent or caregiver involvement throughout the process of a youth’s adjudication, school enrollment, assessment, detainment, and release, because such involvement is critical in ensuring the healthy development of youth. Develop strategies to increase parent involvement, and educate and train parents about the juvenile system, educational rights, and processes. Provide parents or surrogates with the necessary support, tools, and training, regarding (a) the judicial process, the legal and educational rights of their child and (b) involvement in assessment, case planning, and transitional planning to better enable them to carry out their responsibilities.	LACOE Probation	Noncompliant	<i>Current Evidence</i> Probation: Multi-Disciplinary Team minutes samples Parent involvement updates	None	Parent or caregiver participation in Initial and Transition Multi-Disciplinary Team meetings has been inconsistent. School-based parental involvement activities and communications are inconsistent across schools.	LACOE: Explore the option of purchasing a parent notification system that keeps families informed by means of phone calls, e-mails, and/or text messages by February of 2013. Probation: Implement the use of video-conferencing to increase parent or caregiver participation. Phase One of this project has been ordered. Installation will begin March of 2013.	Parent(s) or caregiver(s) of youth entering and exiting camp schools participated physically or remotely in ≥90% of the Initial and Transition Multi-Disciplinary Team meetings.	Parent(s) or caregiver(s) of youth entering and exiting camp schools participated physically or remotely in 70-89% of the Initial and Transition Multi-Disciplinary Team meetings.	Parent(s) or caregiver(s) of youth entering and exiting camp schools participated physically or remotely in <70% of the Initial and Transition Multi-Disciplinary Team meetings.

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RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS
Educational Responsibilities 4. Work with judicial officers and educational service providers to ensure timely determinations of the holders of educational rights.	Probation	Noncompliant	Current Evidence Probation: <i>Directive #1270</i> Court report template (as reported by Probation)	None	Probation is concerned that the level of compliance cannot be accurately determined at this time given that the courts have not maintained records for timely determinations of the holders of educational rights.	Probation: Probation will revisit <i>Directive #1270</i> to address this recommendation. Consult with Comprehensive Educational Reform Advisory Committee and reach out to judicial officers to address this area.
Educational Responsibilities 5. Work with judicial officers to identify and assign qualified and appropriate surrogates or educational representatives, when necessary, to serve in place of the absent parent as advocates for youth in juvenile halls and camps.	LACOE	Fully Compliant	Current Evidence LACOE: Sample Surrogate Letters Sample Site Logs	A Special Education Local Plan Area (SELPA) plan and procedures are in place to obtain surrogates or educational rights holders.	None	LACOE: Standardize the Educational Surrogate/Rights Holder Appointee Log and distribute to sites for use by March of 2013. Conduct a review training on the JV535 form and process with site administrators by April of 2013.
Educational Responsibilities 6. Train probation officers to serve as advocates for youth throughout their detainment and as they transition back to the community.	Probation	Partially Compliant	Current Evidence Probation: <i>Directive #1270</i> Standards and Training for Corrections (STC) program certificates Sign-in sheets (as reported by Probation)	None	There has been inconsistency in training probation officers as advocates for youth, and some already trained officers are not practicing at the desired level of advocacy.	Probation: Work with the Probation Training Office to conduct ongoing trainings.
Educational Responsibilities 7. Develop, implement, and continuously improve performance measurement systems to establish accountability for all participants in the educational system for youth in juvenile halls and camps. Establish a Research Advisory Committee that includes representatives from LACOE and Probation to advise both departments on improving the educational performance measurement system over time.	LACOE Probation	Fully Compliant	Current Evidence LACOE and Probation: CERC Recommendations Implementation Matrix Sign-in sheets Quarterly Status Updates	LACOE established a Research Advisory Committee responsible for implementing and monitoring recommendations from several key stakeholders. Probation has representatives on the committee.	None	LACOE and Probation: Prioritize recommendations through the Research Advisory Committee by April of 2013.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, ≥90% of the time.	The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, 70-89% of the time.	The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, <70% of the time.
Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) ≥90% of the time.	Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) 70-89% of the time.	Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) <70% of the time.
≥90% of transition probation officers have been trained to serve as advocates for youth.	70%-89% of transition probation officers have been trained to serve as advocates for youth.	<70% of transition probation officers have been trained to serve as advocates for youth.
The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, ≥90% of the time.	The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, 70-89% of the time.	The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, <70% of the time.

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RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS
Educational Assessment and Case Planning 8. Work with the Juvenile Court to ensure timely and comprehensive assessments of the criminogenic, educational, health, and mental health needs of youth in juvenile halls and camps as well as strength-based assessments of their interests and abilities. Utilize the educational checklists in the Bench Book for Education Issues in Dependency and Delinquency Courts to help do so. Revise the content of initial court reports on youth in juvenile camps to focus on assessment results and the integrated case plans, so that judicial officers have specific needs and objectives on which to base their camp orders.	LACOE Probation	Partially Compliant	Current Evidence LACOE: Personnel records Multi-Disciplinary Team minutes samples Individual Learning Plan samples Future Evidence LACOE: Agenda, presentation, and sign-in sheet for Individual Learning Plan mandatory training scheduled for February of 2013.	Piloted Individual Learning Plan procedures at some hall and camp schools in January of 2013. Hired additional staff to assist with the implementation of Individual Learning Plan procedures in December of 2012. Hired additional staff to ensure timely acquisition of transcripts in December of 2012.	LACOE staff has not been able to physically attend all Initial Multi-Disciplinary Team meetings due to staffing limitations but has provided input. A plan has been developed to address this concern.	LACOE: Fully implement Individual Learning Plan procedures at all hall and camp schools by February of 2013. Conduct bi-monthly audits to monitor implementation of Individual Learning Plan beginning March of 2013. Continue to train counselors in writing meaningful, operational Individual Learning Plans. Assign Academic Counselors to attend all Initial Multi-Disciplinary Team meetings by February of 2013. Probation: Ensure that all Multi-Disciplinary Team meetings are scheduled when all stakeholders are available.
Educational Assessment and Case Planning 9. Provide additional educational psychologists (either employees and/or contractors) for the Camp Assessment Unit to conduct psychoeducational assessments of youth with suspected special education needs in a very timely manner. <i>**Note.</i> Psychological assessments do not take place at the Camp Assessment Unit. Instead, when necessary or referred, students are assessed by educational psychologists at the halls and camps.	LACOE	Fully Compliant	Current Evidence LACOE: Permission to assess received and Individualized Education Plans (IEPs) held for students who were still enrolled.	Leave replacement psychologists are hired as needed.	None	LACOE: Evaluate psychologists' caseload ratios versus workloads by April of 2013.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	70%-89% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	<70% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.
Staffing formulas exist to ensure adequate numbers of psychologist staff, and ≥90% of the positions filled. Leave replacement psychologists were hired on an as-needed basis.	Staffing formulas exist to ensure adequate numbers of psychologist staff, and <90% of the positions filled. Leave replacement psychologists were hired on an as-needed basis.	Staffing formulas do not exist to ensure adequate numbers of psychologist staff. Leave replacement psychologists were not hired on an as-needed basis.

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Educational Assessment and Case Planning 10. Work with the Juvenile Court to ensure timely development of an integrated case plan – including an individual learning plan for educational services – that is customized to address each student’s needs and responsivity issues. Revise the content of final court reports on youth in juvenile camps to focus on aftercare case plans and transition back to the community, so that judicial officers have specific needs and objectives on which to base the camp-to-community transition programs (CCTP) portion of their camp orders.	LACOE Probation	Partially Compliant	<p>Current Evidence LACOE: Personnel records</p> <p>Multi-Disciplinary Team minutes samples</p> <p>Individual Learning Plan samples</p> <p>Judge Groman’s Roadshow agendas</p> <p>Future Evidence LACOE: LACOE counselors meeting agendas and sign-in sheets</p>	<p>Piloted Individual Learning Plan procedures at some hall and camp schools in January of 2013.</p> <p>Hired additional staff to assist with the implementation of Individual Learning Plan procedures in December of 2012.</p> <p>Hired additional staff to ensure timely acquisition of transcripts in December of 2012.</p>	<p>LACOE staff has not been able to physically attend all Initial Multi-Disciplinary Team meetings due to staffing limitations but has provided input. A plan has been developed to address this concern.</p>	<p>LACOE: Fully implement Individual Learning Plan procedures at all hall and camp schools by February of 2013.</p> <p>Conduct bi-monthly audits to monitor implementation of Individual Learning Plan beginning March of 2013.</p> <p>Continue to train counselors in writing meaningful, operational Individual Learning Plans.</p> <p>Assign Academic Counselors to attend all Initial Multi-Disciplinary Team meetings by February of 2013.</p> <p>Probation: Ensure that all Multi-Disciplinary Team meetings are scheduled when all stakeholders are available.</p>
Educational Assessment and Case Planning 11. Integrate the camp-to-community transition programs of the Probation Department and LACOE (Assembly Bill 825), and prepare and train all staff including DMH and educational service providers to produce “meaningful” transitional plans that include: (a) strength-based assessments of youth educational and employment needs; (b) identification of needed community linkages and/or employment resources; (c) admission and/or re-enrollment into an appropriate educational pathway; (d) use of a “family conferencing” model; and (e) safe and positive community and living arrangements.	LACOE Probation	Partially Compliant	<p>Current Evidence LACOE: Sample of Individual Learning Plans</p> <p>Judge Groman’s Roadshow agendas</p>	<p>Piloted Individual Learning Plan procedures at some hall and camp schools in January of 2013.</p> <p>LACOE and Probation participated in “Roadshows” at multiple school districts across the County throughout this reporting period.</p>	<p>The educational assessment and case planning process has continued to be fragmented.</p> <p>Probation is responsible for scheduling Multi-Disciplinary Team meetings. LACOE is unable to attend Multi-Disciplinary Team meetings scheduled on weekends, in evenings, or on holidays.</p>	<p>LACOE: Fully implement Individual Learning Plan procedures at all hall and camp schools by February of 2013.</p> <p>Continue to update and revise the Individual Learning Plan modules within the student information system.</p> <p>Train Probation on LACOE’s Individual Learning Plan to streamline educational assessment and case planning processes by April of 2013.</p> <p>Probation: Ensure that all Multi-Disciplinary Team meetings are scheduled when all stakeholders are available.</p>

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
<p>≥90% of youth entering and exiting hall and camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.</p>	<p>70%-89% of youth entering and exiting hall and camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.</p>	<p><70% of youth entering and exiting hall and camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.</p>
<p>≥90% of appropriate LACOE and Probation staff have been trained to produce “meaningful” transitional plans.</p>	<p>70%-89% of appropriate LACOE and Probation staff have been trained to produce “meaningful” transitional plans.</p>	<p><70% of appropriate LACOE and Probation staff have been trained to produce “meaningful” transitional plans.</p>

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Educational Assessment and Case Planning 12. Establish a comprehensive assessment center in which Probation, DMH and LACOE staff or contractors (a) conduct comprehensive assessments of criminogenic, educational, health, mental health, and parenting needs of youth ordered to camp and (b) develop initial case plans – including ILPs or IEPs for educational services – that are customized to address student needs and responsivity issues.	LACOE Probation	Fully Compliant	<i>Current Evidence</i> Probation: 15-Point Assessment Summaries	LACOE’s Student Records staff and Probation staff met with the Camp Assessment Unit to review placement procedures. Probation praised LACOE’s in-depth involvement in the process.	None	LACOE and Probation: Continue to maintain the staffing and working relationship between partner agencies at the Camp Assessment Unit.	A comprehensive assessment center exists with LACOE, Probation, and Mental Health representatives.	A comprehensive assessment center exists, but missing one or more representatives (e.g., LACOE, Probation, and/or Mental Health).	A comprehensive assessment center does not exist.
Educational Assessment and Case Planning 13. Develop process and assign responsibility for shadowing, mentoring, counseling, and tracking youth during and after their stays in juvenile halls and camps.	Probation	Partially Compliant	<i>Current Evidence</i> Probation: Standards and Training for Corrections (STC) program certificates Sign-in sheets (as reported by Probation)	None	Additional training on developing processes and assigning responsibility is necessary to reach full compliance in this area. There has not been a centralized process to account for each of the items in this recommendation.	Probation: Develop a clear and comprehensive system to ensure that all items of this recommendation are addressed. The Probation Education Reform Unit will work with the new Bureau Chiefs and Directors on this recommendation.	Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in hall and camp schools exist.	Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in hall and camp schools exist but are not fully implemented.	Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in hall and camp schools does not exist.
Educational Assessment and Case Planning 14. Utilize the new Dashboard Reporting System and Quality Assurances Services (QAS) staff and processes to help ensure that all youth in juvenile halls and camps receive (a) appropriate assessments of their criminogenic, health, mental health, and educational needs; (b) integrated case plans in a timely manner; and (c) treatment, education, and supervision services identified in their respective case plans. <i>**Note.</i> Probation no longer uses the Dashboard Reporting System.	Probation	Partially Compliant	<i>Current Evidence</i> Probation: Dashboard Reporting System (as reported by Probation)	None	The Dashboard Reporting System is no longer in use given its limited capacity to address the needs of this recommendation. <i>Note:</i> The recommendation is partially compliant in spite of the absence of a central database, given that items a-c of the recommendation continue to be met.	Probation: Examine the feasibility of using the Dashboard Reporting System, or another system, to collect the data required for compliance in this recommendation. Explore the possibility of incorporating student information into LACOE’s student information system, EPIC.	≥90% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.	70%-89% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.	<70% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.

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Educational Assessment and Case Planning 15. Replicate the electronic data exchange (EDE) process/system which was recently implemented between LACOE and LAUSD, among other school districts within the County and the juvenile halls and camps to ensure timely transfer of school records both to and from juvenile camps and schools in the community. Explore expansion of the system to include tracking of educational performance after youth return from juvenile halls and camps to community schools to determine whether EBP treatment and educational services are successful over the long run.	LACOE	Noncompliant	<i>Future Evidence</i> LACOE: Electronic Data Exchange System activation	Students' most recent class lists are now available for all LAUSD students within 24 hours of enrollment.	The electronic data exchange process/system implemented between LACOE and Los Angeles Unified School District has not been replicated.	LACOE: Meet with LAUSD regarding their new student information system. The first meeting between LACOE and LAUSD leadership is scheduled for March of 2013. Collaborating with the Education Coordinating Counsel (ECC) to begin discussing the development of a web-based electronic data sharing system by April of 2013.
Educational Assessment and Case Planning 16. Contract with educational consultants to help probation officers in the area offices assist youth receive services (including special education), ensure immediate enrollment upon release from camp, provide immediate assistance for suspended or expelled youth, and provide related training to area office staff.	Probation	Noncompliant	<i>Future Evidence</i> Probation: Service Request form to hire educational consultant (as reported by Probation)	None	Educational Consultants have not been hired.	Probation: Probation is currently exploring several options to meet this recommendation.
Educational Assessment and Case Planning 17. Develop and implement a process for the camp Assessment Unit to provide feedback to LACOE and applicable school districts regarding the results of comprehensive assessments of youth detained in juvenile hall or ordered to camp, so such organizations can reexamine and improve their own processes for assessing the health, mental health and educational needs (including specific learning disabilities and other special education needs) of their students. <i>**Note.</i> LACOE's Student File Center will responsible for forwarding students' Individual Learning Plans (which include the results of comprehensive assessments) to the requesting districts.	LACOE	Noncompliant	<i>Current Evidence</i> LACOE: Student File Center records of completed requests Records request procedures Sample of Individual Learning Plans	None	Individual Learning Plans are currently not scanned into the student information system. Probation is responsible for scheduling Multi-Disciplinary Team meetings. LACOE is unable to attend Multi-Disciplinary Team meetings scheduled on weekends, in evenings, or on holidays.	LACOE: Identify and train a Program Specialist designee for the Camp Assessment Unit by March of 2013. Work on protocols to scan Individual Learning Plans into the records portion of the student information system by March of 2013. Probation: Ensure that all Multi-Disciplinary Team meetings are scheduled when all stakeholders are available.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Replicated electronic data exchange (EDE) process in at least three of the five largest feeder school districts in Los Angeles County.	Replicated electronic data exchange (EDE) process in at least one of the five largest feeder school districts in Los Angeles County.	Replicated electronic data exchange (EDE) process in none of the five largest feeder school districts in Los Angeles County.
Probation has contracted with educational consultants.	Probation is in the process of contracting with educational consultants.	Probation has not and is not in the process of contracting with educational consultants.
Individual Learning Plans are sent to the district within ten days ≥90% of the time. ≥90% of the youth released from camp schools leave with unofficial copies of their transcripts and Individual Learning Plans.	Individual Learning Plans are sent to the district within ten days 70%-89% of the time. 70%-89% of the youth released from camp schools leave with unofficial copies of their transcripts and Individual Learning Plans.	Individual Learning Plans are sent to the district within ten days <70% of the time. <70% of the youth released from camp schools leave with unofficial copies of their transcripts and Individual Learning Plans.

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Instructional Program, Delivery and Materials 18. Provide all students with access to four instructional pathways leading either to a high school diploma, a GED certificate, a vocational education certificate, and/or college preparation.	LACOE Probation	Partially Compliant	<i>Current Evidence</i> LACOE: Master schedules Budget development for Occupational Safety & Health Administration (OSHA) certification and offerings APEX credit recovery contract	LACOE and Probation have been working closely together to enhance CTE opportunities at Scott, Scudder, Afflerbaugh, and Paige. A Carl Perkins/Career Technical Education Advisory Committee has been established.	Not all of the camp and hall schools offer vocational education courses at this time.	LACOE: Continue to work collaboratively to ensure that all the pathways are available at all camp and hall schools. Implement APEX credit recovery system at camp schools by April of 2013. Allocate monies to offer Occupational Safety & Health Administration (OSHA) certification for students after school at camp schools by March of 2013.	≥ 90% of the camp and hall schools offer the four instructional pathways.	70%-89% of the camp and hall schools offer the four instructional pathways.	< 70% of the camp and hall schools offer the four instructional pathways.
Instructional Program, Delivery and Materials 19. Redesign the JCS curriculum to capitalize on integrated use of instructional minutes. Deliver the instructional program in a comprehensive, coordinated, collaborative way to more effectively use the school day as well as after school/weekend hours.	LACOE	Fully Compliant	<i>Current Evidence</i> LACOE: Meeting agendas and sign-in sheets Pacing guides and calendars Random sample results	A recent sample (96% or 50 out of 52) was implementing the redesigned curriculum with fidelity. All English-Language Arts teachers are in the process of receiving Common Core State Standards training. Math teachers from Road to Success and Munz/Mendenhall participated in a three-day Common Core State Standards training.	None	LACOE: Create a two-year implementation plan for Common Core State Standards by April of 2013. Continue to monitor fidelity of curriculum through site visits and instructional walkthroughs.	The Juvenile Court School (JCS) curriculum has been redesigned to capitalize on integrated use of instructional minutes. ≥ 90% of randomly sampled classrooms implement the redesigned curriculum with fidelity.	The Juvenile Court School (JCS) curriculum has been redesigned to capitalize on integrated use of instructional minutes. 70%-89% of randomly sampled classrooms implement the redesigned curriculum with fidelity.	The Juvenile Court School (JCS) curriculum has not been redesigned to capitalize on integrated use of instructional minutes. <i>and/or</i> < 70% of randomly sampled classrooms implement the redesigned curriculum with fidelity.

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Instructional Program, Delivery and Materials 20. Implement a plan to coordinate camp curriculum, the use of instructional materials and resources so that youth transferring from site to site do not miss instruction and are able to experience continuity to their instructional program. Reduce the amount of student instructional time lost due to interruptions, missing class, arriving late, or being removed from class due to behavior problems and attending medical, dental, and court appointments; and other reasons as determined by Probation.	LACOE Probation	Partially Compliant	<i>Current Evidence</i> LACOE: Textbook Sufficiency Board Report minutes Random sample results Attendance rosters <i>Future Evidence</i> LACOE: Camp Instructional Time Monitoring Sheet	LACOE and Probation continues to have open dialogue on ways to minimize classroom disruptions.	A standardized mechanism to monitor youth missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation has not been in place.	LACOE and Probation: Develop a Camp Instructional Time Monitoring Sheet by April of 2013. Notify judicial officers of the California High School Exit Exam testing window to reduce court appearances during those dates by February of 2013.	The Juvenile Court School (JCS) curriculum has been redesigned and ≥90% of randomly sampled classrooms implement the redesigned curriculum with fidelity. ≥90% of the camp and hall schools are textbook sufficient per Education Code. ≥90% of the youth are not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.	The Juvenile Court School (JCS) curriculum has been redesigned, and 70%-89% of randomly sampled classrooms implement the redesigned curriculum with fidelity. 70%-89% of the camp and hall schools are textbook sufficient per Education Code. 70%-89% of the youth are not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.	The Juvenile Court School (JCS) curriculum has (or has not) been redesigned, and <70% of randomly sampled classrooms implement the redesigned curriculum with fidelity. <70% of the camp and hall schools are textbook sufficient per Education Code. <70% of the youth are not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.
Instructional Program, Delivery and Materials 21. Train teachers in developing and delivering thematic, collaborative, project- and problem-based, experiential types of lessons.	LACOE	Noncompliant	<i>Current Evidence</i> LACOE: Sign-in sheets and agendas Road To Success Academy description and Exhibition flyers <i>Future Evidence</i> LACOE: Road To Success Academy grant application Road To Success Academy presentation to Board of Education	All Munz/ Mendenhall staff received training on thematic, project-based learning. 27 additional teachers from other LACOE schools received training on thematic, project-based learning.	None	LACOE: Develop the Road To Success Academy grant application (which offers monetary incentives for camp schools that successfully implement school-wide thematic, project-based learning) by February of 2013.	≥90% of the LACOE teachers have been trained to develop and deliver thematic, project-based lessons.	70%-89% of the LACOE teachers have been trained to develop and deliver thematic, project-based lessons.	<70% of the LACOE teachers have been trained to develop and deliver thematic, project-based lessons.

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Instructional Program, Delivery and Materials 22. Develop budget proposals to pilot several new instructional delivery models in the juvenile halls and camps as well as in the community, specifically: <ul style="list-style-type: none">Establishing pilot charter schools at two camps – one dependent charter school for girls and one independent charter school for boys.Partnering with neighborhood public schools to create a place for youth returning from juvenile camps to continue in a consistent instructional environment. Partnering with one or more of the 40 WorkSource/One-Stop Centers throughout Los Angeles County to provide CTE/VE in conjunction with academic and pre-apprenticeship programs in camps and apprenticeships and/or jobs in the community.	LACOE	Noncompliant	<i>Current Evidence</i> LACOE: Road To Success Academy curriculum <i>Future Evidence</i> LACOE: Road To Success Academy grant application Road To Success Academy presentation to Board of Education Meeting agenda and sign-in sheets	Road To Success Academy, a charter look-alike pilot program, has been in place for two years and has provided a successful alternative to a traditional instruction model through a project-based curriculum. LACOE plans to implement a Road To Success Academy at each camp school.	None	LACOE: Develop the Road To Success Academy grant application (which offers monetary incentives for camp schools that successfully implement school-wide thematic, project-based learning) by February of 2013. Present Road To Success Academy program at Judge Groman’s Think Tank meeting in February of 2013. Continue to develop mechanism to monitor whether or not students released from camp schools successfully transition to their Individual Learning Plan educational pathway designation.	A pilot look-alike charter school exists at two camp schools—one charter look-alike school for girls at one camp school and one for boys at another camp school. ≥90% of the youth released from camp schools successfully transition to their Individual Learning Plan educational pathway designation.	Only one pilot look-alike charter school exists.70%<70% of the youth released from camp schools successfully transition to their Individual Learning Plan educational pathway designation.	A pilot look-alike charter school does not exist. <70% of the youth released from camp schools successfully transition to their Individual Learning Plan educational pathway designation.
Special Education 23. Ensure that the educational service providers are providing a full continuum of services and placements (e.g., resource specialists, special day classes, etc.) required under State law and based on an Individual Educational Program, regardless of whether or not youth attended a public school before they were detained, ordered to camp, or released into the community. For pupils who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	LACOE Probation	Partially Compliant	<i>Current Evidence</i> LACOE: LACOE SELPA Local Plan Annual Service and Budget Plans	A full continuum of services and placements (e.g., resource specialists, special day classes, etc.), as required under state law and based on an Individualized Education Program (IEP), has been provided.	LACOE is currently not notifying the court when a student has a non-public school placement according to the IEP.	LACOE and Probation: Continue with the California Department of Education Verification Review process and timelines. LACOE and Probation will develop protocols to notify the courts about students’ non-public school placement by April of 2013.	Both of the following are present: A full continuum of services and placements required under state law and based on an IEP are provided. Students who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	At least one of the following are present: A full continuum of services and placements required under state law and based on an IEP are provided. Students who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	Neither of the following are present: A full continuum of services and placements required under state law and based on an IEP are provided. Students who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.

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Special Education 24. Ensure that educational service providers are appropriately supporting special education students with behavioral problems by (a) conducting functional analysis assessments as required by law and (b) developing positive behavioral intervention plans consistent with the Hughes Bill. Emphasize the importance of keeping these youth in their high schools (rather than referring them out) and having counseling conference between school officials and parents/caregivers (rather than through probation officers) wherever possible.	LACOE	Fully Compliant	Current Evidence LACOE: The percentage of Special Education students who have a Behavior Support Plan (BSP) attached to their IEP. The percentage of Special Education students receiving psychological services based on their IEP.	LACOE is working to implement Positive Behavior Interventions and Supports (PBIS) at all schools. McAuliffe has already put these support systems in place.	A high percentage of Special Education students (78%) have Behavior Support Plans (BSPs).	LACOE: Continue development of the EPIC Special Education data system to automate the tracking of services required and services delivered.
Special Education 25. Train probation officers both in camps and the community on special education and how to advocate for youth with IEPs, where necessary, so educational service providers can improve matching special education students with appropriate services before they enter juvenile halls and camps and when they transition back to the community.	Probation	Partially Compliant	Current Evidence Probation: Standards and Training for Corrections (STC) program certificates Sign-in sheets (as reported by Probation)	None	There is no metric in place (quantitative or qualitative) to measure advocacy by probation officers.	Probation: Work with the Probation Training Office to conduct additional training as needed.
Programming for After-School Hours and Weekends 26. Restructure camp and classroom schedules so there is more time for (a) individual program treatment; (b) homework, tutoring, and educational enrichment; and (c) other activities (aligned with youths' individual case plans) before or after class and on weekends.	LACOE Probation	Fully Compliant	Current Evidence Probation: Daily schedules for hall and camp schools Current Evidence LACOE: Extended Learning Opportunity program data (December of 2012)	Extended Learning Opportunity programs are offered at all hall and camp schools.	None	LACOE: Monitor school schedules and make adjustments as needed. Standardize programs offered in Extended Learning Opportunity by June of 2013. Probation: Work to align camp schools' schedules to individual case plans.

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FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of the special education students with behavioral problems requiring support services are receiving those supports as required by their IEP.	70%-89% of the special education students with behavioral problems requiring support services are receiving those supports as required by their IEP.	<70% of the special education students with behavioral problems requiring support services are receiving those supports as required by their IEP.
≥90% of probation officers, both in camp schools and the community, have been trained in special education and how to advocate for youth with IEPs.	70%-89% of probation officers, both in camp schools and the community, have been trained in special education and how to advocate for youth with IEPs.	<70% of probation officers, both in camp schools and the community, have been trained in special education and how to advocate for youth with IEPs.
≥90% of the camp schools and classrooms schedules have been restructured.	70%-89% of the camp schools and classrooms schedules have been restructured.	<70% of the camp schools and classrooms schedules have been restructured.

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Educational Facilities, Classroom Space, Staffing and Funding 27. Maximize utilization of existing dedicated classroom space, including space currently being used for LACOE storage, as appropriate. Assess specific needs for additional classroom space by site and develop an implementation plan.	LACOE Probation	Partially Compliant	<i>Current Evidence</i> LACOE and Probation: Site facility plans	Effective planning and analysis of existing classroom space have been conducive to maximize the use of available facilities.	A comprehensive plan to transfer students from Kilpatrick to another facility during Kilpatrick's closure has not been made available to LACOE.	LACOE and Probation: Continue to assess needs for additional classroom space during Kilpatrick's closure next year and carefully develop a contingency plan to minimize the impact on staffing and other logistical issues. Additionally, Gonzales may close in July/August of 2013 for re-roofing. Partnership with potential donor to secure funds for a portable classroom at Gonzales by February of 2013.	≥90% of the classroom space, where necessary, is available for instructional use. Camp and hall schools needing additional classroom space did assess for specific needs and developed an implementation plan.	70%-89% of the classroom space, where necessary, is available for instructional use. Camp and hall schools needing additional classroom space did assess for specific needs and developed an implementation plan.	<70% of the classroom space, where necessary, is available for instructional use. Camp and hall schools needing additional classroom space did assess for specific needs and developed an implementation plan.
Educational Facilities, Classroom Space, Staffing and Funding 28. Utilize CEO/DPW report on camp reconfiguration to identify opportunities for establishing vocational education shops in juvenile camps; develop budget proposals to develop such space. ***Note. The original CEO/DPW report was issued and complied with. Probation Senior Director of School Services and LACOE Division Director visit all probation camps no less than quarterly to identify potential vocational classroom space.	LACOE Probation	Fully Compliant	None	LACOE and Probation have been working to determine if existing facilities at Afflerbaugh/Paige and Road To Success Academy will accommodate the opening of shop classes.	Constraints on existing budgets continue to impact expansion effort of vocational classrooms.	LACOE and Probation: Continue to monitor and identify opportunities for establishing vocational education shops in all schools.	LACOE's Division Director and Probation's Senior Director of School Services visited all Probation halls and camp schools quarterly to identify potential vocational classroom space. As additional space is identified, LACOE and Probation worked together to develop a budget to utilize the space.	N/A	LACOE's Division Director and Probation's Senior Director of School Services did not visit all Probation halls and camp schools quarterly to identify potential vocational classroom space.

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Educational Facilities, Classroom Space, Staffing and Funding 29. Establish standards for the quantity and quality of instructional materials, equipment and technology in each classroom. Establish a capital budget to fund implementation over a three-year period.	LACOE	Partially Compliant	<i>Current Evidence</i> LACOE: Textbook Sufficiency Board Report minutes Procedures for replacement of damaged textbooks Textbook Condition Rubric	Quality for instructional materials based on Single Plans for Student Achievement (SPSA).	Funding sources for additional technology/equipment.	LACOE: Inventory quality and quantity/equipment and technology by April of 2013. Develop standards for quantity and quality of technology/equipment purchases by June of 2013.	Standards for the quality of instructional materials exist, and ≥90% of the materials meet the standards set forth. Standards for the quantity and quality of technology/equipment exist, and ≥90% of the classrooms meet standards set forth. A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment and technology exists.	Standards for the quality of instructional materials exist, and 70%-89% of the materials meet the standards set forth. Standards for the quantity and quality of technology/equipment exist, and 70%-89% of the classrooms meet standards set forth. A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment and technology exists.	Standards for the quality of instructional materials exist, and <70% of the materials meet the standards set forth. Standards for the quantity and quality of technology/equipment exist, and <70% of the classrooms meet standards set forth. A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment and technology does not exist.
Educational Facilities, Classroom Space, Staffing and Funding 30. Develop an educational staffing plan to ensure that there are adequate numbers of teaching, special education, assessment, counseling, and psychologist staff to meet the needs of youth in halls and camps.	LACOE	Fully Compliant	<i>Current Evidence</i> LACOE: Staffing ratios and site staffing profiles	A staffing formula has been in place since July of 2012.	None	LACOE: Continue to ensure that the existing staffing ratios for school staff are commensurate with the ratio of surrounding county offices of education serving incarcerated youth.	Staffing formulas exist to ensure adequate numbers of staff to meet the needs of youth and ≥90% of the positions are filled.	Staffing formulas exist to ensure adequate numbers of staff to meet the needs of youth, and <90% of the positions are filled	Staffing formulas does not exist to ensure adequate numbers of staff to meet the needs of youth in the juvenile halls and camps.
Educational Facilities, Classroom Space, Staffing and Funding 31. Develop and implement a training plan to ensure that all LACOE instructional staff are appropriately trained in evidence-based practices (EBP) principles and staff skills, such as Core Correctional Practices and Motivational Interviewing. <i>*Note.</i> The use of Core Correctional Practices and Motivational Interviewing have been replaced with the Behavior Management Program model.	LACOE Probation	Partially Compliant	<i>Current Evidence</i> LACOE: Sign-in sheets and agendas	LACOE staff at the camp schools were trained in the Behavior Management Program model.	None	LACOE and Probation: Schedule trainings for LACOE staff hired after the last training will be conducted by April of 2013.	≥90% of the instructional staff has been trained in the Behavior Management Program model.	70%-89% of the instructional staff has been trained in the Behavior Management Program model.	<70% of the instructional staff has been trained in the Behavior Management Program model.

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Educational Facilities, Classroom Space, Staffing and Funding 32. Develop a three-year financial plan of revenues and expenditures for educational services in the juvenile halls and camps. Ensure adequate funding levels to support LACOE’s implementation of the three-year plan.	LACOE	Partially Compliant	<i>Current Evidence</i> LACOE: Individual Learning Plan implementation plan	A three-year financial plan of revenues and expenditures for educational services in the hall and camp schools exists and is current.	Additional funding necessary as programs and services are added or expanded (e.g., Individual Learning Plan).	LACOE and Probation: Stay current on legislative changes that could impact budget. Address current year Fiscal Crisis & Management Assistance Team (FCMAT) recommendations by June of 2013.	A three-year financial plan of revenues and expenditures for educational services exists, and is current. Adequate funding levels are available to support implementation.	A three-year financial plan of revenues and expenditures for educational services exists, and is current. Adequate funding levels are not available to support implementation.	A three-year financial plan of revenues and expenditures for educational services does not exist.
Educational Facilities, Classroom Space, Staffing and Funding 33. Seek state legislation to revamp the current JCS funding model, which is based on average daily attendance (ADA), to one that (a) is based on a residential service delivery model, (b) reflects the locations of the juvenile halls and camps throughout the County, and (c) fully funds educational services, particularly special education services, that students are legally entitled to receive.	LACOE	Fully Compliant	None	LACOE recently submitted a recommendation to reintroduce a bill that revamps the JCS funding model.	LACOE, in partnership with other county offices of education, was previously unsuccessful in its efforts to move the state to revamp the funding model.	LACOE: Advocate for revamping the current JCS funding model at the United States Department of Education Correction and Reentry Listening Session by February of 2013.	LACOE has sought State legislation to revamp the current Juvenile Court School (JCS) funding model.	N/A	LACOE has not sought State legislation to revamp the current Juvenile Court School (JCS) funding model.
Quality Assurance and Program Evaluation 34. Utilize the four (4) educational outcomes and eight (8) educational performance indicators proposed by the Probation Department for approval by the Board of Supervisors as the starting point for evaluating educational programs and contracts with educational service providers (not teachers). Expect these indicators to change over time based on lessons learned, and actively seek advice from the best researchers in Los Angeles County and beyond to help “grow” the performance measurement system quickly. **Note. LACOE in not currently using four (4) educational outcomes and eight (8) educational performance indicators to evaluate educational programs.	LACOE Probation	Partially Compliant	<i>Current Evidence</i> LACOE: Program Monitoring and Evaluation rubrics for LACOE intervention programs	LACOE has implemented the program evaluation model to assess the effectiveness of LACOE’s intervention programs (e.g., Read 180).	The process to thoroughly evaluate each intervention program is lengthy and resource intensive.	LACOE and Probation: Continue to work through the Program Evaluation Committee to ensure that plans to implement the evaluation model remain on schedule. Review and analyze data from the evaluation model audits and make appropriate recommendations and adjustments as needed.	The four (4) educational outcomes and eight (8) educational performance indicators are being used as a starting point for evaluating educational programs and contracts with educational service providers (not teachers).	N/A	The four (4) educational outcomes and eight (8) educational performance indicators are not being used as a starting point for evaluating educational programs and contracts with educational service providers (not teachers).

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Quality Assurance and Program Evaluation 35. Amend the Probation Department’s memorandum of understanding with LACOE and any existing and future contracts with educational service providers to require monthly or quarterly reporting of the prescribed educational outcomes and performance indicators.	LACOE Probation	Fully Compliant	<i>Current Evidence</i> LACOE and Probation: MOUs	The Probation Department’s MOUs with LACOE and other educational service providers amended. <i>Note.</i> No additional MOUs were added during this reporting period.	None	LACOE and Probation: Revisit the MOU concerning LACOE staff lockouts by April of 2013.	The Probation Department’s existing and recent memorandums of understanding with LACOE and other educational service providers have been amended.	N/A	The Probation Department’s existing and recent memorandums of understanding with LACOE and other educational service providers have not been amended.

PRIORITIES OVER THE NEXT FEW MONTHS

As the lead agencies spearheading the education reform effort, the Los Angeles County Office of Education (LACOE) and the Los Angeles County Probation Department (Probation) remain committed to this endeavor and will continue to focus on the following priorities over the next few months:

1. LACOE is committed to ensuring that each school provides students a core instructional program with the following components:

- Core Subjects: English, Math, Science, Social Studies, Reading, P.E.
- Interventions: Reading and Math
- Credit Recovery: Advance Path or APEX
- Positive Behavior Intervention Support (PBIS)
- Career and Technical Education (CTE)

2. LACOE will brand its planned marquee educational program *Road to Success Academies*. The *Road to Success Academies* program will include many of the successful practices that are currently in place at Road to Success Academy and McAuliffe High School. Each school that meets the core instructional program requirements will have the opportunity to become a *Road to Success Academy*. LACOE will offer a competitive grant application to financially support each qualifying school in planning and implementing the following elements of the *Road to Success Academies* program:

- Thematic Instructional Framework
- Project-Based Learning
- Interdisciplinary Curriculum
- Professional Learning Communities (PLCs)
- Community Partnerships
- CTE Certification and Pathways to Higher Education (e.g., college course offerings)

Schools that successfully implement all elements of the *Road to Success Academies* will be eligible for a rigorous site review from a visiting committee. The visiting committee will determine if the school receives the coveted *Road to Success Academy* certification.

3. LACOE has been working diligently to implement the Individualized Learning Plan (ILP) process for all adjudicated youth. The ILP is the education portion of the Multi-Disciplinary Team (MDT). To continuously improve the process, LACOE will regularly monitor levels of implementation and quality of each ILP. Additionally, LACOE counselors will participate in on-going professional development for writing meaningful, operational ILPs for youth.

4. In June of 2012, LACOE and the Los Angeles County Education Association (LACEA) reached an agreement whereby teachers work a 10-month calendar with a summer intersession. LACOE has formed a committee made up of representatives from all levels to begin planning for the upcoming July and August of 2013 summer intersession. This committee will continue to focus efforts on meeting all implementation plans and timelines.
5. Probation will continue to work with LACOE to expand Career Technical Education opportunities for all students.
6. Probation will continue to work with school site administration to expand the current partnership with Mission College.
7. Equipment for Phase I of the Probation videoconference will be installed over the next few weeks. Probation will begin to work on Phase II of this project during this upcoming quarter.
8. Probation will continue to work with LACOE to conduct CERC funded classroom repairs and upgrades at all Juvenile Court Schools.

CASEY A. SETTLEMENT AGREEMENT UPDATE

Area 1: Administration, Leadership and Management

LACOE is currently in the process of hiring a replacement principal for McAuliffe. The screening and interview process are on schedule to be completed by April of 2013. A comprehensive plan has been developed to ensure sustainability of progress during the transition between the outgoing and incoming principals.

Area 2: Data Management

LACOE is in the process of developing a user-friendly system in EPIC to provide administration and teachers the data to drive instructional planning and delivery. Additionally, this new dashboard will be a useful tool to enhance the development and implementation of Individual Learning Plans (ILPs) for all students.

Area 3: Instruction

The instructional focus for the current school year includes instructional practices and professional development that accelerate student learning. Administration and teacher leads have been trained on the Cross & Joftus Focused Classroom Walkthrough protocol, which is an instrument that will improve overall instruction. Also, the Division of Student Programs has established standardized protocols around the quality and quantity of site administrative classroom visits.

Area 4: Literacy

The Literacy component of the Action Plan continues to be in substantial compliance. There are dedicated reading times during the school day, in the living units and during classroom visits to the library. Also, students participate in monthly themed writing and art contests and e-reader clubs. Probation continues to use Achieve3000 as part of the after-school program and oversees two of the Kindle clubs at McAuliffe. Additionally, Probation has purchased \$18,000 of books to enhance the student dormitory libraries.

Area 5: Positive Behavior Support

The Positive Behavior Interventions and Supports (PBIS) component of the Action Plan continues to be in substantial compliance. The McAuliffe staff continues to focus on interventions for students in need of more intensive behavioral support. Evidence demonstrates that students with chronic or serious behavioral problems are improving (e.g., reduction of referrals and suspensions) as a result of the existing PBIS supports. Probation and LACOE staff members at the site and central offices meet regularly to discuss implementation.

Area 6: Special Education

The Special Education component of the Action Plan continues to be in full compliance. Special Education services are being provided to the students by utilizing a collaborative approach that ensures services to assist students in gaining access to make progress in the general education curriculum. Teachers work collaboratively to develop aligned lesson plans, as special education staff members are critical members of each teacher team. Special Education remains in good shape. Individualized Education Plans (IEPs) are held in a timely manner and remain in compliance.

Area 7: Career and Technical Education

Career and Technical Education (CTE) enrollment has shown a significant improvement from a student participation rate of 66% in 2012 to a student participation rate of 92% in 2013. The current vocational education offerings include: Landscaping, Building Skills, Culinary Arts, and Occupational Safety and Health Administration (OSHA) and ServSafe certifications. Additionally, the school offers career and college preparation courses through Advance Path and Los Angeles Mission College.

Area 8: Special Activities

The Special Activities component of the Action Plan continues to be in substantial compliance. LACOE and Probation continue to emphasize incentive programs that enhance student behavior, success, and morale. Positive data has been collected by LACOE and Probation that indicates that high quality incentive programs continue to significantly reduce student behavior problems (see area 5 above).

Area 9: Transition and Aftercare

The Transition and Aftercare component of the Action Plan area continues to be in substantial compliance. There exists a current partnership with the Antelope Valley Youth Build program for students to continue their participation in CTE once they transition to the community. The Camp to Community Transition Protocol (CCTP) continues to be implemented.

Area 10: Partnership

The Partnership component of the Action Plan continues to be in substantial compliance. “It’s Time 4 Kids” has been a valuable partner, and a critical piece of PBIS. Together with Paving the Way Foundation and the City of Lancaster, McAuliffe recognized Dr. Martin Luther King, Jr., by promoting the spirit of volunteerism and service in our students by planting a community garden. Community partner meetings are held on a monthly basis to promote community participation at the school.

Area 11: Safety and Crisis Management

The Safety and Crisis Management component of the Action Plan continues to be in substantial compliance. McAuliffe continues to implement a safety program for contraband in cooperation with Probation. Probation continues to implement a safety and security check of all people, including staff, coming into the facility.

Area 12: Discipline and SHU

The Discipline and Special Housing Unit (SHU) component of the Action Plan has recently been placed into substantial compliance by the TCA monitors. LACOE and Probation continue to work closely together to ensure students in the SHU receive appropriate educational services.

Area 13: Sustainability and Quality Assurance

Sustainability and quality continue to be integrated in the day-to-day operations of the education program. Both LACOE and Probation have submitted draft Sustainability Plans to the TCA team. These plans will be reviewed, revised (if necessary), and submitted to the TCA team in the upcoming months.



Los Angeles County Office of Education

Leading Educators ▪ Supporting Students ▪ Serving Communities

June 5, 2013

Arturo Delgado, Ed.D.
Superintendent

Los Angeles County
Board of Education

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Vice President

Douglas R. Boyd

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Thomas A. Saenz

To: Supervisor Mark Ridley-Thomas, Chairman
Supervisor Gloria Molina
Supervisor Zev Yaroslavsky
Supervisor Don Knabe
Supervisor Michael D. Antonovich

From: Arturo Delgado, Ed.D. *AD.*
Superintendent

Subject: Comprehensive Educational Reform Implementation in Juvenile Halls
and Camps - Fifth LACOE Report (February 2013 to April 2013)

On November 29, 2011, the County of Los Angeles Board of Supervisors instructed the LACOE Superintendent to oversee the education reform endeavor, which includes chairing the existing Comprehensive Education Reform Committee that was created in 2007. In addition to this directive, the Board of Supervisors instructed the LACOE Superintendent to take over the responsibility of submitting quarterly implementation status reports on the proposed projects, as well as the status of the 35 education reform recommendations.

Pursuant to the November 29, 2011, motion, this is the fifth LACOE report on education reform covering the February 2013 through April 2013 activity. During this reporting period, LACOE and the Los Angeles County Probation Department (Probation) worked collaboratively to implement the 35 education reform recommendations.

The report format includes the following three documents:

1. *Quarterly Report (February 2013 to April 2013)*. This document communicates compliance standing, areas of strength or concern, evidence, and next steps for each of the 35 recommendations for the distinct reporting period. Also included in the Quarterly Report is the compliance rubric that explicitly delineates both quantitative and qualitative expectations related to each of the 35 recommendations. One new element has been added to the compliance rubric under the Compliance Status column. The new element is titled Previous Report Status. This new data piece indicates the status of each recommendation on the previous report, thus allowing the reader to know if the status of each recommendation on the previous report has improved, remained the same, or declined.

2. *Priorities over the Next Few Months.* This document summarizes the primary areas of focus for the upcoming quarter.
3. *Casey A. Settlement Agreement Update.* This document summarizes the progress made in each of the 13 areas outlined in the settlement agreement.

Please contact me if you have any questions or if additional information is necessary. Your staff may also contact Dr. Cuauhtémoc Avila, Assistant Superintendent, Educational Programs, at 562.803.8301, or Mr. Jesús Corral, Probation Senior Director of Education Services, at 562.400.9608.

AD/CA/PW:sb

Attachments

cc: Jerry Powers, Chief, Los Angeles County Department of Probation
Honorable Michael Nash, Presiding Judge, Juvenile Court
Sachi A. Hamai, Executive Officer, Board of Supervisors
William T Fujioka, Chief Executive Officer
Georgia Mattera, Public Safety, Chief Executive Office
John Krattli, County Counsel
David Sommers, Public Information Officer, Chief Executive Office
Comprehensive Educational Reform Committee
Children's, Education, and Justice Deputies

LOS ANGELES COUNTY OFFICE OF EDUCATION/LOS ANGELES COUNTY PROBATION DEPARTMENT
COMPREHENSIVE EDUCATIONAL REFORM RECOMMENDATIONS
QUARTERLY REPORT (FEBRUARY 2013 TO APRIL 2013)

QUARTERLY STATUS							RUBRIC		
RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS	FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Educational Responsibilities 1. Recruit and hire a Director of School Services to serve as a senior staff advisor to the Chief Probation Officer on education matters and to serve as the Department’s chief liaison in working with LACOE management and staff in implementing comprehensive educational reform in the juvenile halls and camps.	Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence Probation: Personnel Record	Position filled in July of 2012.	None	None	Probation recruited and hired a Director of School Services.	The Probation Director of School Services position is vacant and Probation is in the hiring process.	The Probation Director of School Services position is vacant and Probation is not in the hiring process.
Educational Responsibilities 2. Implement the use of multi-disciplinary teams to conduct comprehensive assessments of youth with the participation of the Juvenile Court; parents, other caregivers, or surrogates; educational service providers; and Probation.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Counselor Multi-Disciplinary Team Survey Results – March 2013 LACOE and Probation cross training meeting agenda and sign-in sheet – April 2013 Individual Learning Plan completion and Multi-Disciplinary Team participation random audit – April 2013 Multi-Disciplinary Team minutes samples Updated camp Multi-Disciplinary Team coordinators and counselors contact roster LACOE monthly Multi-Disciplinary Team follow-up forms	LACOE: As of February 2013, LACOE has implemented Individual Learning Plan procedures at all hall and camp schools. As of February 2013 LACOE has reallocated duties and assigned Academic Counselors to attend all Initial Multi-Disciplinary Team meetings. As of April 2013, LACOE has implemented the Multi-Disciplinary Team Monthly Follow-up Form to track parent and district of residence participation.	Some local schools and districts are refusing to enroll students released from camp schools.	LACOE: Develop a plan to have local schools and districts work with LACOE and Probation to enroll students. Continue to conduct random monthly audits to examine quality of Individual Learning Plans. LACOE and Probation: Continue to work together within Supervisor Molina’s Aftercare Committee to successfully implement comprehensive case plans for all youth.	≥90% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).	70-89% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).	<70% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).

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RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS
Educational Responsibilities 3. Ensure parent or caregiver involvement throughout the process of a youth's adjudication, school enrollment, assessment, detainment, and release, because such involvement is critical in ensuring the healthy development of youth. Develop strategies to increase parent involvement, and educate and train parents about the juvenile system, educational rights, and processes. Provide parents or surrogates with the necessary support, tools, and training, regarding (a) the judicial process, the legal and educational rights of their child and (b) involvement in assessment, case planning, and transitional planning to better enable them to carry out their responsibilities.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Noncompliant	Current Evidence LACOE: Multi-Disciplinary Team parent participation data Probation: Phase I of the videoconference system has been completed.	LACOE: Documentation and inclusion of parents in Initial and Transitional Multi-Disciplinary Team meetings continues to increase.	Parent Notification system process is not complete.	LACOE: LACOE is in process of purchasing a parental notification calling system. Probation: Work has started for Phase II of the videoconference system.
Educational Responsibilities 4. Work with judicial officers and educational service providers to ensure timely determinations of the holders of educational rights.	Probation	Current Report Status: Noncompliant Previous Report Status: Noncompliant	Current Evidence Probation: Directive #1270 Court report template	None	Probation is concerned that the level of compliance cannot be accurately determined at this time given that the courts have not maintained records for timely determinations of the holders of educational rights.	Probation: Probation will revisit Directive #1270 to address this recommendation. Consult with Comprehensive Educational Reform Advisory Committee and reach out to judicial officers to address this area.
Educational Responsibilities 5. Work with judicial officers to identify and assign qualified and appropriate surrogates or educational representatives, when necessary, to serve in place of the absent parent as advocates for youth in juvenile halls and camps.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Surrogate/ Educational Rights Holder Appointee Log Sample Future Evidence LACOE: Training on the discontinuance of the JV535 form and updated process with site administrators will be held in May	A Special Education Local Plan Area (SELPA) plan and procedures are in place to obtain surrogates or educational rights holders.	None	LACOE: Continue monitoring the appointments of the surrogates and educational rights holders through both monthly site reports.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Parent(s) or caregiver(s) of youth entering and exiting camp schools participated physically or remotely in ≥90% of the Initial and Transition Multi-Disciplinary Team meetings.	Parent(s) or caregiver(s) of youth entering and exiting camp schools participated physically or remotely in 70-89% of the Initial and Transition Multi-Disciplinary Team meetings.	Parent(s) or caregiver(s) of youth entering and exiting camp schools participated physically or remotely in <70% of the Initial and Transition Multi-Disciplinary Team meetings.
The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, ≥90% of the time.	The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, 70-89% of the time.	The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, <70% of the time.
Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) ≥90% of the time.	Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) 70-89% of the time.	Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) <70% of the time.

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RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS
Educational Responsibilities 6. Train probation officers to serve as advocates for youth throughout their detainment and as they transition back to the community.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation: Directive #1270	Probation: Planning meetings have been held with Public Council to develop training modules for field probation staff on educational advocacy.	Additional training in educational advocacy for Probation officers is necessary.	Probation: Work with Public Council Law Firm to train field Probation officers on educational advocacy.
Educational Responsibilities 7. Develop, implement, and continuously improve performance measurement systems to establish accountability for all participants in the educational system for youth in juvenile halls and camps. Establish a Research Advisory Committee that includes representatives from LACOE and Probation to advise both departments on improving the educational performance measurement system over time.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE and Probation: Research Advisory Committee Sign-in sheets and agendas Quarterly Status Updates	The Research Advisory Committee is established and meets monthly. Probation has representatives on the committee.	None	LACOE and Probation: Continue to meet to prioritize and troubleshoot recommendations through the Research Advisory Committee. Continue to work together within Supervisor Molina's Aftercare Committee to successfully implement comprehensive case plans for all youth.
Educational Assessment and Case Planning 8. Work with the Juvenile Court to ensure timely and comprehensive assessments of the criminogenic, educational, health, and mental health needs of youth in juvenile halls and camps as well as strength-based assessments of their interests and abilities. Utilize the educational checklists in the Bench Book for Education Issues in Dependency and Delinquency Courts to help do so. Revise the content of initial court reports on youth in juvenile camps to focus on assessment results and the integrated case plans, so that judicial officers have specific needs and objectives on which to base their camp orders.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Multi-Disciplinary Team minutes samples Individual Learning Plan samples Agendas and sign-in sheets for Individual Learning Plan mandatory trainings – February and April 2013.	LACOE: As of February 2013, LACOE has implemented Individual Learning Plan procedures at all hall and camp schools. As of February 2013 LACOE has reallocated duties and assigned Academic Counselors to attend all Initial Multi-Disciplinary Team meetings.		LACOE: Continue to conduct random monthly audits to examine quality of Individual Learning Plans. Probation: Continue to ensure that all Multi-Disciplinary Team meetings are scheduled when all stakeholders are available. LACOE and Probation: Continue to work together within Supervisor Molina's Aftercare Committee to successfully implement comprehensive case plans for all youth.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of transition probation officers have been trained to serve as advocates for youth.	70%-89% of transition probation officers have been trained to serve as advocates for youth.	<70% of transition probation officers have been trained to serve as advocates for youth.
A Research Advisory Committee is in place and met at least monthly.	A Research Advisory Committee is in place and did not meet at least monthly.	A Research Advisory Committee is not in place.
≥90% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	70%-89% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	<70% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.

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Educational Assessment and Case Planning 9. Provide additional educational psychologists (either employees and/or contractors) for the camp Assessment Unit to conduct psychoeducational assessments of youth with suspected special education needs in a very timely manner. ** <i>Note.</i> Psychological assessments do not take place at the camp Assessment Units. Instead, when necessary or referred, students are assessed by educational psychologists at the halls and camps.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Psychologist Workload Time Sampling Data Psychologist Caseload Data	Evaluated psychologists' caseload ratios versus workloads – April 2013. Leave replacement psychologists are hired as needed.	None	LACOE: Continue to monitor caseload and workload data reports and hire additional staff (if needed). LACOE and Probation: Continue to work together within Supervisor Molina's Aftercare Committee to successfully implement comprehensive case plans for all youth.	Staffing formulas exist to ensure adequate numbers of psychologist staff, and ≥90% of the positions filled. Leave replacement psychologists were hired on an as needed basis.	Staffing formulas exist to ensure adequate numbers of psychologist staff, and <90% of the positions filled. Leave replacement psychologists were hired on an as needed basis.	Staffing formulas do not exist to ensure adequate numbers of psychologist staff. Leave replacement psychologists were not hired on an as needed basis.
Educational Assessment and Case Planning 10. Work with the Juvenile Court to ensure timely development of an integrated case plan – including an individual learning plan for educational services – that is customized to address each student's needs and responsivity issues. Revise the content of final court reports on youth in juvenile camps to focus on aftercare case plans and transition back to the community, so that judicial officers have specific needs and objectives on which to base the camp-to-community transition programs (CCTP) portion of their camp orders.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Counselor Multi-Disciplinary Team Survey Results – March 2013 LACOE and Probation cross training meeting agenda and sign-in sheet – April 2013 Individual Learning Plan completion and Multi-Disciplinary Team participation random audit – April 2013 Multi-Disciplinary Team minutes samples Updated camp Multi-Disciplinary Team coordinators and counselors contact roster LACOE monthly Multi-Disciplinary Team follow-up forms	As of February 2013, LACOE has implemented Individual Learning Plan procedures at all hall and camp schools. As of February 2013 LACOE has reallocated duties and assigned Academic Counselors to attend all Initial Multi-Disciplinary Team meetings.	Some local schools and districts are refusing to enroll students released from camp schools.	LACOE: Develop a plan to have local schools and districts work with LACOE and Probation to enroll students. Continue to conduct random monthly audits to examine quality of Individual Learning Plans. Probation: Ensure that all Multi-Disciplinary Team meetings are scheduled when all stakeholders are available. LACOE and Probation: Continue to work together within Supervisor Molina's Aftercare Committee to successfully implement comprehensive case plans for all youth.	≥90% of youth entering and exiting hall and camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	70%-89% of youth entering and exiting hall and camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	<70% of youth entering and exiting hall and camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.

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Educational Assessment and Case Planning 11. Integrate the camp-to-community transition programs of the Probation Department and LACOE (Assembly Bill 825), and prepare and train all staff including DMH and educational service providers to produce “meaningful” transitional plans that include: (a) strength-based assessments of youth educational and employment needs; (b) identification of needed community linkages and/or employment resources; (c) admission and/or re-enrollment into an appropriate educational pathway; (d) use of a “family conferencing” model; and (e) safe and positive community and living arrangements.	LACOE Probation	Current Report Status: Fully Compliant	Current Evidence LACOE: Communication from Probation Director Alberto Ramirez instructing all camp Multi-Disciplinary Team coordinators to include the Individual Learning Plan as the educational portion of the Multi-Disciplinary Team meeting.	As of February 2013, LACOE has implemented Individual Learning Plan procedures at all hall and camp schools.		LACOE: Develop a plan to have local schools and districts work with LACOE and Probation to enroll students. Continue to conduct random monthly audits to examine quality of Individual Learning Plans.
		Previous Report Status: Partially Compliant	LACOE and Probation cross-training meeting agenda and sign-in sheet – April 2013	As of February 2013 LACOE has reallocated duties and assigned Academic Counselors to attend all Initial Multi-Disciplinary Team meetings. As of April 2013, Probation has been trained on LACOE’s Individual Learning Plan to streamline educational assessment and case planning processes. Probation camp caseworkers began to include the Individual Learning Plan form as part of the pre-release court report submitted to the court.		Probation: Continue to ensure that all Multi-Disciplinary Team meetings are scheduled when all stakeholders are available. LACOE and Probation: Continue to work together within Supervisor Molina’s Aftercare Committee to successfully implement comprehensive case plans for all youth.
Educational Assessment and Case Planning 12. Establish a comprehensive assessment center in which Probation, DMH and LACOE staff or contractors (a) conduct comprehensive assessments of criminogenic, educational, health, mental health, and parenting needs of youth ordered to camp and (b) develop initial case plans – including ILPs or IEPs for educational services – that are customized to address student needs and responsivity issues.	LACOE Probation	Current Report Status: Fully Compliant	Current Evidence Probation: 15-Point Assessment Summaries	LACOE’s Student Records staff and Probation staff met with the Camps Assessment Unit to review placement procedures. Probation praised LACOE’s in-depth involvement in the process.	None	LACOE and Probation: Continue to work together within Supervisor Molina’s Aftercare Committee to successfully implement comprehensive case plans for all youth.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of appropriate LACOE and Probation staff have been trained to produce “meaningful” transitional plans.	70%-89% of appropriate LACOE and Probation staff have been trained to produce “meaningful” transitional plans.	<70% of appropriate LACOE and Probation staff have been trained to produce “meaningful” transitional plans.
A comprehensive assessment center exists with LACOE, Probation, and Mental Health representatives.	A comprehensive assessment center exists but missing one or more representatives (e.g., LACOE, Probation, and/or Mental Health).	A comprehensive assessment center does not exist.

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RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS
Educational Assessment and Case Planning 13. Develop process and assign responsibility for shadowing, mentoring, counseling, and tracking youth during and after their stays in juvenile halls and camps.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation:	None	Additional training on developing processes and assigning responsibility is necessary to reach full compliance in this area. There has not been a centralized process to account for each of the items in this recommendation.	Probation: Develop a clear and comprehensive system to ensure that all items of this recommendation are addressed. The Probation Education Reform Unit will continue to work with the new Bureau Chiefs and Directors on this recommendation. LACOE and Probation: Continue to work together within Supervisor Molina's Aftercare Committee to successfully implement comprehensive case plans for all youth.
Educational Assessment and Case Planning 14. Utilize the new Dashboard Reporting System and Quality Assurances Services (QAS) staff and processes to help ensure that all youth in juvenile halls and camps receive (a) appropriate assessments of their criminogenic, health, mental health, and educational needs; (b) integrated case plans in a timely manner; and (c) treatment, education, and supervision services identified in their respective case plans. <i>**Note.</i> Probation no longer uses the Dashboard Reporting System.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation:	None	The Dashboard Reporting System is no longer in use given its limited capacity to address the needs of this recommendation. <i>Note:</i> The recommendation is partially compliant in spite of the absence of a central database, given that items a-c of the recommendation continue to be met.	Probation: Examine the feasibility of using the Dashboard Reporting System, or another system, to collect the data required for compliance in this recommendation. Explore the possibility of incorporating student information into LACOE's student information system, EPIC. LACOE and Probation: Continue to work together within Supervisor Molina's Aftercare Committee to successfully implement comprehensive case plans for all youth.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in hall and camp schools exist.	Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in hall and camp schools exist but are not fully implemented.	Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in hall and camp schools does not exist.
≥90% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.	70%-89% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.	<70% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.

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Educational Assessment and Case Planning 15. Replicate the electronic data exchange (EDE) process/system which was recently implemented between LACOE and LAUSD, among other school districts within the County and the juvenile halls and camps to ensure timely transfer of school records both to and from juvenile camps and schools in the community. Explore expansion of the system to include tracking of educational performance after youth return from juvenile halls and camps to community schools to determine whether EBP treatment and educational services are successful over the long run.	LACOE	Current Report Status: Noncompliant Previous Report Status: Noncompliant	Evidence LACOE: Electronic Data Exchange System is activated	LACOE compliance and electronic data staff met with LAUSD staff regarding their new data management system and their decision to allow us access to Welligent IEPs.	As of May 7, 2013 only special education county administrators have access to Welligent.	LACOE: Train special education administrators to use Welligent. Train special education assistant principals and psychologists at each hall to use Welligent. LACOE and Probation: Continue to work together within Supervisor Molina's Aftercare Committee to successfully implement comprehensive case plans for all youth.
Educational Assessment and Case Planning 16. Contract with educational consultants to help probation officers in the area offices assist youth receive services (including special education), ensure immediate enrollment upon release from camp, provide immediate assistance for suspended or expelled youth, and provide related training to area office staff.	Probation	Current Report Status: Partially Compliant Previous Report Status: Noncompliant	Current Evidence Probation: Meeting notes	Probation: Planning meetings have been held with Public Council to develop training modules for field Probation staff on educational advocacy.	None	Probation: Work with Public Council Law Firm to train field Probation Officers on educational advocacy.
Educational Assessment and Case Planning 17. Develop and implement a process for the Camp Assessment Unit to provide feedback to LACOE and applicable school districts regarding the results of comprehensive assessments of youth detained in juvenile hall or ordered to camp, so such organizations can reexamine and improve their own processes for assessing the health, mental health and educational needs (including specific learning disabilities and other special education needs) of their students. **Note. LACOE's Student File Center will responsible for forwarding students' Individual Learning Plans (which include the results of comprehensive assessments) to the requesting districts.	LACOE	Current Report Status: Noncompliant Previous Report Status: Noncompliant	Current Evidence LACOE: Random audit results for the percentage of youth leaving camp with unofficial transcripts and Individual Learning Plan Sample of Individual Learning Plans	A Program Specialist designee for the Camp Assessment Unit has been identified. Beginning discussion with establishing protocols to scan Individual Learning Plans into the records portion of the student information system.	Personnel need to be identified and they need to be trained to scan the ILP into EPIC.	LACOE: Work with EPIC to identify where the ILP will be placed for each student. Train transition counselors and clerical staff to scan ILPs into EPIC following each MDT. Probation: Ensure that all Multi-Disciplinary Team meetings are scheduled when all stakeholders are available. LACOE and Probation: Continue to work together within Supervisor Molina's Aftercare Committee to successfully implement comprehensive case plans for all youth.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Replicated electronic data exchange (EDE) process in at least three of the five largest feeder school districts in Los Angeles County.	Replicated electronic data exchange (EDE) process in at least one of the five largest feeder school districts in Los Angeles County.	Replicated electronic data exchange (EDE) process in none of the five largest feeder school districts in Los Angeles County.
Probation has contracted with educational consultants.	Probation is in the process of contracting with educational consultants.	Probation has not and is not in the process of contracting with educational consultants.
Individual Learning Plans are sent to the district within ten days ≥90% of the time. ≥90% of the youth released from camp schools leave with unofficial copies of their transcripts and Individual Learning Plans.	Individual Learning Plans are sent to the district within ten days 70%-89% of the time. 70%-89% of the youth released from camp schools leave with unofficial copies of their transcripts and Individual Learning Plans.	Individual Learning Plans are sent to the district within ten days <70% of the time. <70% of the youth released from camp schools leave with unofficial copies of their transcripts and Individual Learning Plans.

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RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS
Instructional Program, Delivery and Materials 18. Provide all students with access to four instructional pathways leading either to a high school diploma, a GED certificate, a vocational education certificate, and/or college preparation.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: APEX credit recovery implementation plan CTE Advisory Committee sign in sheet and agenda APEX credit recovery pilot program at four camp schools to begin June 2013, and at all hall and camp schools by September 2013. Allocated monies to offer Occupational Safety & Health Administration (OSHA) certification for students after school at camp schools March 2013.	Carl Perkins/Career Technical Education (CTE) Advisory Committee has been established and has met. APEX credit recovery pilot program at four camp schools to begin June 2013, and at all hall and camp schools by September 2013. Allocated monies to offer Occupational Safety & Health Administration (OSHA) certification for students after school at camp schools March 2013.	Site bandwidth and hardware issues.	LACOE: Continue to work with Information Technology Office to ensure that all sites have appropriate bandwidth and hardware to facilitate APEX and other online programs. Continue to meet to plan for more development for Career and Vocational Educational opportunities at the camp and hall schools. LACOE and Probation: Implement Freedom Schools program at two sites during upcoming July/August 2013 Intersession.
Instructional Program, Delivery and Materials 19. Redesign the JCS curriculum to capitalize on integrated use of instructional minutes. Deliver the instructional program in a comprehensive, coordinated, collaborative way to more effectively use the school day as well as after school/weekend hours.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Meeting agendas and sign-in sheets Pacing guides and calendars Random sample results Two year Common Core State Standards implementation plan Common Core training sign in sheets and agendas	29 out of 35 (83%) of the randomly sampled classrooms were implementing the redesigned curriculum with fidelity. All English-Language Arts teachers are in the process of receiving Common Core State Standards training. Math teachers from camp schools participated in a 3-day Common Core State Standards training. Developed a two-year implementation plan for Common Core State Standards.	Not all classrooms are on track with the division developed pacing calendar. Not all teachers have participated in all three days of the math Common Core training.	LACOE: Continue to monitor fidelity to the curriculum and begin to write a pacing plan based on Common Core State Standards. Collaboration with teachers and administrators to create lessons and pacing plans based on Common Core State Standards. Ensure that all teachers have the opportunity for Common Core State Standards training throughout the summer and the 2013-14 school year. LACOE and Probation: Implement Freedom Schools program at two sites during upcoming July/August 2013 Intersession.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of the camp and hall schools offer the four instructional pathways.	70%-89% of the camp and hall schools offer the four instructional pathways.	<70% of the camp and hall schools offer the four instructional pathways.
The Juvenile Court School (JCS) curriculum has been redesigned to capitalize on integrated use of instructional minutes.	The Juvenile Court School (JCS) curriculum has been redesigned to capitalize on integrated use of instructional minutes.	The Juvenile Court School (JCS) curriculum has not been redesigned to capitalize on integrated use of instructional minutes. <i>and/or</i> <70% of randomly sampled classrooms implement the redesigned curriculum with fidelity.

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Instructional Program, Delivery and Materials 20. Implement a plan to coordinate camp curriculum, the use of instructional materials and resources so that youth transferring from site to site do not miss instruction and are able to experience continuity to their instructional program. Reduce the amount of student instructional time lost due to interruptions, missing class, arriving late, or being removed from class due to behavior problems and attending medical, dental, and court appointments; and other reasons as determined by Probation.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Absence Analysis summary Enrollment and Attendance Comparison for each PAU, with selection criteria showing all late arrivals (tardy) and absences during the period by week	>90% of students are attending school LACOE teachers have consistently recorded absences and tardies along with documenting the reasons. Collaborated with the Director of School Services to work with the judicial officers during the California High School Exit Exam testing window to reduce court appearances during testing dates.	None	LACOE and Probation: LACOE is in the process of developing absence reports summarized by reason and by site. Implement Freedom Schools program at two sites during upcoming July/August 2013 Intersession.	The Juvenile Court School (JCS) curriculum has been redesigned and ≥90% of randomly sampled classrooms implement the redesigned curriculum with fidelity. ≥90% of the camp and hall schools are textbook sufficient per Education Code. ≥90% of the youth are not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.	The Juvenile Court School (JCS) curriculum has been redesigned, and 70%-89% of randomly sampled classrooms implement the redesigned curriculum with fidelity. 70%-89% of the camp and hall schools are textbook sufficient per Education Code. 70%-89% of the youth are not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.	The Juvenile Court School (JCS) curriculum has (or has not) been redesigned, and <70% of randomly sampled classrooms implement the redesigned curriculum with fidelity. <70% of the camp and hall schools are textbook sufficient per Education Code. <70% of the youth are not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.
Instructional Program, Delivery and Materials 21. Train teachers in developing and delivering thematic, collaborative, project- and problem-based, experiential types of lessons.	LACOE	Current Report Status: Noncompliant Previous Report Status: Noncompliant	Current Evidence LACOE: Road To Success Academy grant application Road To Success Academy grant application planning meetings-sign-in sheets, agendas and training materials	Development of the Road to Success Academy grants application for camp and hall schools. This competitive grant will allow camp and hall schools to participate in a project based, thematic approach to teaching and learning. Conducted training for camp and hall school principals and site teams to transition to block schedules, which is conducive to thematic, collaborative, project-based lessons.	None	LACOE: By May 2013, provide support to school sites in developing and writing their Road To Success Academy grant application (which offers monetary incentives for camp schools that successfully implement school-wide thematic, project-based learning). Continue to meet and follow up with sites to plan for block scheduling at the camp and hall schools. Continue to offer teachers training to develop and deliver thematic, project-based lessons. LACOE and Probation: Implement Freedom Schools program at two sites during upcoming July/August 2013 Intersession.	≥90% of the LACOE teachers have been trained to develop and deliver thematic, project-based lessons.	70%-89% of the LACOE teachers have been trained to develop and deliver thematic, project-based lessons.	<70% of the LACOE teachers have been trained to develop and deliver thematic, project-based lessons.

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Instructional Program, Delivery and Materials 22. Develop budget proposals to pilot several new instructional delivery models in the juvenile halls and camps as well as in the community, specifically: <ul style="list-style-type: none"> Establishing pilot charter schools at two camps – one dependent charter school for girls and one independent charter school for boys. Partnering with neighborhood public schools to create a place for youth returning from juvenile camps to continue in a consistent instructional environment. Partnering with one or more of the 40 WorkSource/One-Stop Centers throughout Los Angeles County to provide CTE/VE in conjunction with academic and pre-apprenticeship programs in camps and apprenticeships and/or jobs in the community.	LACOE	Current Report Status: Noncompliant Previous Report Status: Noncompliant	Current Evidence LACOE: Road To Success Academies grant application Road To Success Academy grant application planning meetings-sign-in sheets, agendas and training materials	The Road to Success Academies grant application for camp and hall schools has been developed and distributed. Conducted training for principals and site teams to transition to block schedules, which is conducive to thematic, collaborative, project-based lessons. LACOE and Probation: Presented Road To Success Academy program at Judge Groman's Think Tank meeting – February 2013.	None	LACOE: By May 2013, provide support to school sites in developing and writing their Road To Success Academy grant application (which offers monetary incentives for camp schools that successfully implement school-wide thematic, project-based learning). Continue to meet and follow up with sites to plan for block scheduling at the camp and hall schools. Continue to offer teachers training to develop and deliver thematic, project-based lessons. Implement Freedom Schools program at two sites during upcoming July/August 2013 Intersession.
Special Education 23. Ensure that the educational service providers are providing a full continuum of services and placements (e.g., resource specialists, special day classes, etc.) required under State law and based on an Individual Educational Program, regardless of whether or not youth attended a public school before they were detained, ordered to camp, or released into the community. For pupils who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Non-public school (NPS) data from the Camp Assessment Unit NPS meeting agendas and notes.	LACOE and Probation: LACOE reports to Probation the student's previous schools information, including information on students who attended non-public schools. A meeting with LACOE SELPA staff and NPS providers was held in May 2013.	None	LACOE and Probation: Continue to monitor the delivery of services in the least restrictive environment for special education students in the hall and camp schools. A follow-up LACOE SELPA/NPS/Probation meeting is planned for 6/13/12.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
A pilot look-alike charter school exists at two camp schools—one charter look-alike school for girls at one camp school and one for boys at another camp school. ≥90% of the youth released from camp schools successfully transition to their Individual Learning Plan educational pathway designation.	Only one pilot look-alike charter school exists. 70%–89 of the youth released from camp schools successfully transition to their Individual Learning Plan educational pathway designation.	A pilot look-alike charter school does not exist. <70% of the youth released from camp schools successfully transition to their Individual Learning Plan educational pathway designation.
Both of the following are present: A full continuum of services and placements required under state law and based on an Individualized Education Program (IEP) are provided. Students who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	At least one of the following are present: A full continuum of services and placements required under state law and based on an Individualized Education Program (IEP) are provided. Students who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	Neither of the following are present: A full continuum of services and placements required under state law and based on an Individualized Education Program (IEP) are provided. Students who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.

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Special Education 24. Ensure that educational service providers are appropriately supporting special education students with behavioral problems by (a) conducting functional analysis assessments as required by law and (b) developing positive behavioral intervention plans consistent with the Hughes Bill. Emphasize the importance of keeping these youth in their high schools (rather than referring them out) and having counseling conference between school officials and parents/caregivers (rather than through probation officers) wherever possible.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Data reflecting the percentage of students receiving behavior support through Behavior Support Plans (BSP), behavior goals and DIS Counseling services from LACOE School Psychologists	LACOE continues to support a high percentage of students needing positive behavior support as indicated in their IEP. This is completed through the IEP teams developing behavior support plans, behavior goals and approving counseling services.	None	LACOE: Continue development of the service delivery module in EPIC to automate monitoring of service delivered verses service required as stipulated in the students Individualized Education Program (IEP) related to behavior support.
Special Education 25. Train probation officers both in camps and the community on special education and how to advocate for youth with IEPs, where necessary, so educational service providers can improve matching special education students with appropriate services before they enter juvenile halls and camps and when they transition back to the community.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation:	Probation: Planning meetings have been held with Public Council to develop training modules for field Probation staff on educational advocacy	None	Probation: Work with Public Council Law Firm to train field Probation Officers on educational advocacy.
Programming for After-School Hours and Weekends 26. Restructure camp and classroom schedules so there is more time for (a) individual program treatment; (b) homework, tutoring, and educational enrichment; and (c) other activities (aligned with youths' individual case plans) before or after class and on weekends.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence Probation: Daily schedules for hall and camp schools Current Evidence LACOE: Extended Learning Opportunity program data (February-April 2013)	Extended Learning Opportunity programs are offered at all hall and camp schools.	None	LACOE: Monitor school schedules and make adjustments as needed. Standardize programs offered in Extended Learning Opportunity June 2013. Implement Freedom Schools program at two sites during upcoming July/August 2013 Intersession.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of the special education students with behavioral problems requiring support services are receiving those supports as required by their Individualized Education Program (IEP).	70%-89% of the special education students with behavioral problems requiring support services are receiving those supports as required by their Individualized Education Program (IEP).	<70% of the special education students with behavioral problems requiring support services are receiving those supports as required by their Individualized Education Program (IEP).
≥90% of probation officers, both in camp schools and the community, have been trained in special education and how to advocate for youth with Individualized Education Programs (IEPs).	70%-89% of probation officers, both in camp schools and the community, have been trained in special education and how to advocate for youth with Individualized Education Programs (IEPs).	<70% of probation officers, both in camp schools and the community, have been trained in special education and how to advocate for youth with Individualized Education Programs (IEPs).
≥90% of the camp schools and classrooms schedules have been restructured.	70%-89% of the camp schools and classrooms schedules have been restructured.	<70% of the camp schools and classrooms schedules have been restructured.

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Educational Facilities, Classroom Space, Staffing and Funding 27. Maximize utilization of existing dedicated classroom space, including space currently being used for LACOE storage, as appropriate. Assess specific needs for additional classroom space by site and develop an implementation plan.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE and Probation: Site facility plans Probation's Camp Gonzales closure memo	Effective planning and analysis of existing classroom space have been conducive to maximize the use of available facilities. LACOE and Probation met at Camp Gonzales to plan for a potential portable classroom supported by a donor.	A comprehensive plan to transfer students from Kilpatrick to another facility during Kilpatrick's closure has not been made available to LACOE.	LACOE and Probation: Continue to assess needs for additional classroom space during Kilpatrick's closure next year, and carefully develop a contingency plan to minimize the impact on staffing and other logistical issues.
Educational Facilities, Classroom Space, Staffing and Funding 28. Utilize CEO/DPW report on camp reconfiguration to identify opportunities for establishing vocational education shops in juvenile camps; develop budget proposals to develop such space. <i>**Note.</i> The original CEO/DPW report was issued and complied with. Probation Senior Director of School Services and LACOE Division Director visit all probation camps no less than quarterly to identify potential vocational classroom space.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	None	LACOE and Probation have been continuing to work to determine if existing facilities at Afflerbaugh/Paige and Road To Success Academy will accommodate the opening of shop classes. LACOE will be opening another Paxton Patterson classroom at Munz July 2013.	Constraints on existing budgets continue to impact expansion effort of vocational classrooms.	LACOE and Probation: Continue to monitor and identify opportunities for establishing vocational education shops in all schools.
Educational Facilities, Classroom Space, Staffing and Funding 29. Establish standards for the quantity and quality of instructional materials, equipment and technology in each classroom. Establish a capital budget to fund implementation over a three-year period.	LACOE	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Site bandwidth information	Many of the sites have had bandwidth increased. Beginning July 2013, LACOE's Educational Services and Information Technology Office divisions will be assisting LACOE schools with the monitoring of equipment purchases, instructional materials and facilities.	Some sites still have not received technology/infrastructure upgrades.	LACOE: Continue to monitor and report until all sites receive Metro E Network. Develop standards for quantity and quality of technology/equipment purchases by June of 2013.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of the classroom space, where necessary, is available for instructional use. Camp and hall schools needing additional classroom space did assess for specific needs and developed an implementation plan.	70%-89% of the classroom space, where necessary, is available for instructional use. Camp and hall schools needing additional classroom space did assess for specific needs and developed an implementation plan.	<70% of the classroom space, where necessary, is available for instructional use. Camp and hall schools needing additional classroom space did assess for specific needs and developed an implementation plan.
LACOE's Division Director and Probation's Senior Director of School Services visited all Probation halls and camp schools quarterly to identify potential vocational classroom space. As additional space is identified, LACOE and Probation worked together to develop a budget to utilize the space.	N/A	LACOE's Division Director and Probation's Senior Director of School Services did not visit all Probation halls and camp schools quarterly to identify potential vocational classroom space.
Standards for the quality of instructional materials exist, and ≥90% of the materials meet the standards set forth. Standards for the quantity and quality of technology/equipment exist, and ≥90% of the classrooms meet standards set forth. A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment and technology exists.	Standards for the quality of instructional materials exist, and 70%-89% of the materials meet the standards set forth. Standards for the quantity and quality of technology/equipment exist, and 70%-89% of the classrooms meet standards set forth. A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment and technology exists.	Standards for the quality of instructional materials exist, and <70% of the materials meet the standards set forth. Standards for the quantity and quality of technology/equipment exist, and <70% of the classrooms meet standards set forth. A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment and technology does not exist.

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Educational Facilities, Classroom Space, Staffing and Funding 30. Develop an educational staffing plan to ensure that there are adequate numbers of teaching, special education, assessment, counseling, and psychologist staff to meet the needs of youth in halls and camps.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Staffing ratios and site staffing profiles	A staffing formula has been in place since July of 2012.	None	LACOE: Continue to ensure that the existing staffing ratios for school staff are commensurate with the ratio of surrounding county offices of education serving incarcerated youth.
Educational Facilities, Classroom Space, Staffing and Funding 31. Develop and implement a training plan to ensure that all LACOE instructional staff are appropriately trained in evidence-based practices (EBP) principles and staff skills, such as Core Correctional Practices and Motivational Interviewing. <i>**Note.</i> The use of Core Correctional Practices and Motivational Interviewing have been replaced with the Behavior Management Program model.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Sign-in sheets and agendas	LACOE staffs at the camp schools were trained in the Behavior Management Program model.	None	LACOE and Probation: Schedule trainings for LACOE staff hired after the last training will be conducted by April 2013.
Educational Facilities, Classroom Space, Staffing and Funding 32. Develop a three-year financial plan of revenues and expenditures for educational services in the juvenile halls and camps. Ensure adequate funding levels to support LACOE's implementation of the three-year plan.	LACOE	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Listing of projects and funding sources	A three-year financial plan of revenues and expenditures for educational services in the hall and camp schools exists and is current.	None	LACOE and Probation: Provide 2013-2014 fiscal year budget.
Educational Facilities, Classroom Space, Staffing and Funding 33. Seek state legislation to revamp the current JCS funding model, which is based on average daily attendance (ADA), to one that (a) is based on a residential service delivery model, (b) reflects the locations of the juvenile halls and camps throughout the County, and (c) fully funds educational services, particularly special education services, that students are legally entitled to receive.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	None	LACOE recently submitted a recommendation to reintroduce a bill that revamps the JCS funding model.	LACOE, in partnership with other county offices of education, was previously unsuccessful in its efforts to move the state to revamp the funding model.	LACOE: Continue to advocate for revamping the current JCS funding model.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Staffing formulas exist to ensure adequate numbers of staff to meet the needs of youth and ≥90% of the positions are filled.	Staffing formulas exist to ensure adequate numbers of staff to meet the needs of youth, and <90% of the positions are filled	Staffing formulas do not exist to ensure adequate numbers of staff to meet the needs of youth in the juvenile halls and camps.
≥90% of the instructional staff has been trained in the Behavior Management Program model.	70%-89% of the instructional staff has been trained in the Behavior Management Program model.	<70% of the instructional staff has been trained in the Behavior Management Program model.
A three-year financial plan of revenues and expenditures for educational services exists, and is current. Adequate funding levels are available to support implementation.	A three-year financial plan of revenues and expenditures for educational services exists and is current. Adequate funding levels are not available to support implementation.	A three-year financial plan of revenues and expenditures for educational services does not exist.
LACOE has sought state legislation to revamp the current Juvenile Court School (JCS) funding model.	N/A	LACOE has not sought state legislation to revamp the current Juvenile Court School (JCS) funding model.

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Quality Assurance and Program Evaluation 34. Utilize the four (4) educational outcomes and eight (8) educational performance indicators proposed by the Probation Department for approval by the Board of Supervisors as the starting point for evaluating educational programs and contracts with educational service providers (not teachers). Expect these indicators to change over time based on lessons learned, and actively seek advice from the best researchers in Los Angeles County and beyond to help “grow” the performance measurement system quickly. <i>**Note.</i> LACOE in not currently using four (4) educational outcomes and eight (8) educational performance indicators to evaluate educational programs.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Program Monitoring and Evaluation rubrics for LACOE intervention programs Board of Education presentations: Achieve 3000 and NWEA.	LACOE has implemented the program evaluation model to assess the effectiveness of LACOE’s intervention programs. Read 180, Achieve 3000, and NWEA were evaluated and presented to the Board of Education May 2013.	The process to thoroughly evaluate each intervention program is lengthy and resource intensive.	LACOE and Probation: Continue to work through the Program Evaluation Committee to ensure that plans to implement the evaluation model remain on schedule. Continue to review and analyze data from the evaluation model audits and make appropriate recommendations and adjustments as needed.
Quality Assurance and Program Evaluation 35. Amend the Probation Department’s memorandum of understanding with LACOE and any existing and future contracts with educational service providers to require monthly or quarterly reporting of the prescribed educational outcomes and performance indicators.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE and Probation: MOUs	The Probation Department’s MOUs with LACOE and other educational service providers amended. <i>Note.</i> No additional MOUs were added during this reporting period.	None	LACOE and Probation: Revisit the MOU concerning LACOE staff lockouts by July 2013.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
The four (4) educational outcomes and eight (8) educational performance indicators are being used as a starting point for evaluating educational programs and contracts with educational service providers (not teachers).	N/A	The four (4) educational outcomes and eight (8) educational performance indicators are not being used as a starting point for evaluating educational programs and contracts with educational service providers (not teachers).
The Probation Department’s existing and recent memorandums of understanding with LACOE and other educational service providers have been amended.	N/A	The Probation Department’s existing and recent memorandums of understanding with LACOE and other educational service providers have not been amended.

PRIORITIES OVER THE NEXT FEW MONTHS

As the lead agencies spearheading the education reform effort, the Los Angeles County Office of Education (LACOE) and the Los Angeles County Probation Department (Probation) remain committed to this endeavor and will continue to focus on the following priorities over the next few months:

1. As mentioned in the Fourth Quarterly Report, LACOE is committed to systematically replicating many of successful practices that are in place at Road to Success Academy at Scott/Scudder and McAuliffe. The Road to Success Academies grant application will be available to hall and camp schools in May 2013. This competitive grant application offers eligible camps monetary incentives for incorporating the following five elements into their core educational program:

Five Elements of Road to Success Academies

1. Core Educational Program
2. T.I.P.
 - a. **T**hematic Instructional Framework
 - b. **I**nterdisciplinary Curriculum
 - c. **P**roject-Based Learning
3. Embedded instructional community partnerships to enhance curriculum
4. Pathways to higher education
5. Instructional and leadership coaching

Schools awarded the grant monies will be announced in June 2013. The 2013-2014 school year will be Year 1 Planning and the 2014-2015 school year will be Year 2 Implementation. At the inception of Year 3, schools that successfully implement the Five Elements of Road to Success Academies will receive formal "Road to Success Academy" certification.

2. All agencies (LACOE, Probation, Department of Mental Health, and Department of Health Services) have been working collaboratively through Supervisor Molina's Aftercare Planning Committee to provide practical, comprehensive case plans for all youth. LACOE will continue to work diligently to successfully implement the Individualized Learning Plan process within the committee's Aftercare model. LACOE counselors will be participating in on-going professional development for writing meaningful, operational Individual Learning Plans for youth.
3. LACOE continues to plan for the upcoming July and August of 2013 summer intersession. A planning committee was formed and meets regularly to focus efforts on meeting all implementation plans and timelines. Two camps will be offering the Freedom Schools program from June 24, 2013, to July 26, 2013. All staff participating in the program have been receiving intensive training on the program, its curriculum, and the unique strategies embedded throughout.

CASEY A. SETTLEMENT AGREEMENT UPDATE

During February 2013, the Technical, Compliance, and Advisory (TCA) team visited McAuliffe and provided the following updates on the 13 areas of the Action Plan:

Area 1. Administration, Leadership & Management

The TCA team continues to provide positive feedback in this area. LACOE is currently in the process of hiring a replacement principal for McAuliffe. The screening and interview processes are scheduled to be completed by April of 2013. A comprehensive plan has been developed to ensure sustainability of progress during the administrative transition. The new McAuliffe principal started April 26, 2013. The comprehensive plan that includes principal training has been initiated to ensure sustainability of progress during the administrative transition.

Area 2. Data Management

LACOE is in the process developing a user-friendly system in EPIC to provide administration and teachers the data to drive instructional planning and delivery. Additionally, this new dashboard will be a useful tool in the development of Individual Learning Plans (ILPs) for all students.

Area 3. Instruction

The instructional focus for the current school year includes instructional practices and professional development that accelerate student learning. Administration and teacher leads have been trained on the Cross & Joftus Focused Classroom Walkthrough protocol, which is an instrument that will improve overall instruction. Lastly, the Division established standardized protocols around the quality and quantity of site administrative classroom visits.

Area 4. Literacy

The Literacy component of the Action Plan continues to be in substantial compliance. There are dedicated reading times during the school day, in the living units and during classroom visits to the library. Also, students participate in monthly themed writing and art contests and e-reader clubs. In the after school program Operation Read staff uses Achieve3000 as part of its curriculum and directs two of the Kindle clubs at McAuliffe. Probation has purchased \$18,000 of books to enhance the student dormitory libraries.

Area 5: Positive Behavior Support

The Positive Behavior Interventions and Supports (PBIS) component of the Action Plan continues to be in substantial compliance. The McAuliffe staff will continue to focus on interventions for students in need of more intensive behavioral support. The evidence continues to demonstrate that students with chronic or serious behavioral problems are improving (e.g., reduction of referrals and suspensions) as a result of the existing PBIS supports. Los Angeles County Probation Department (Probation) and LACOE staff, at all levels, meet regularly to discuss implementation. Our work with the University of Oregon, and expert Dr. Jeffrey Sprague, has been extended for an additional year, through the end of 2014.

Area 6. Special Education

The Special Education component of the Action Plan continues to be in full compliance. Special Education services are being provided to the students by utilizing a collaborative approach that ensures services to assist students in gaining access to make progress in the general education curriculum. Teachers are working collaboratively to develop aligned lesson plans, as special

education staff members are critical members of each teacher team. Special Education remains in good shape. Individualized Education Programs (IEPs) are held in a timely manner and compliance is one of continued effectiveness.

Area 7. Career and Technical Education

Career and Technical Education (CTE) enrollment has shown a significant improvement from a 66% student participation rate to 92%. The current vocational education offerings include: Landscaping, Building Skills, Culinary Arts, industry recognized Occupational Safety and Health Administration (OSHA) and ServSafe certification, AdvancePath career and college preparation, and college courses through Los Angeles Mission College.

Area 8. Special Activities

The Special Activities component of the Action Plan continues to be in substantial compliance. LACOE and Probation continue to emphasize incentive programs that enhance student behavior, success, and morale. Positive data has been collected by LACOE and Probation that indicates that high quality incentive programs continue to significantly reduce student behavior problems.

Area 9. Transition and Aftercare

The Transition and Aftercare component of the Action Plan area continues to be in substantial compliance. There exists a current partnership with the Antelope Valley Youth Build program. The Camp to Community Transition Protocol (CTCP) has been implemented and is in use.

Area 10. Partnership

The Partnership component of the Action Plan continues to be in substantial compliance. “It’s Time 4 Kids” has been a valuable partner, and a critical piece of PBIS. Together with Paving the Way Foundation and the City of Lancaster, McAuliffe recognized Dr. Martin Luther King, Jr. by promoting the spirit of volunteerism and service in our students by planting a community garden. Community partner meetings are held on a regular basis to promote community participation at the school.

Area 11. Safety and Crisis Management

The Safety and Crisis Management component of the Action Plan continues to be in substantial compliance. McAuliffe continues to implement a safety program for contraband in cooperation with the probation staff. Probation continues to implement a safety and security check of all people including staff coming into the facility.

Area 12. Discipline and SHU

The Discipline and Special Housing Unit (SHU) component of the Action Plan has placed into substantial compliance by the TCA monitors. LACOE and Probation continue to work closely together to ensure students in the SHU receive appropriate educational services.

Area 13. Sustainability and Quality Assurance

Sustainability and quality continue to be integrated in the day-to-day operations of the education program. Both LACOE and Probation have submitted draft Sustainability Plans to the TCA team. These plans will be reviewed, revised (if necessary), and submitted in the upcoming months.



Los Angeles County Office of Education

Leading Educators ▪ Supporting Students ▪ Serving Communities

June 5, 2013

Arturo Delgado, Ed.D.
Superintendent

Los Angeles County
Board of Education

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President

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Vice President

Douglas R. Boyd

Katie Braude

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Thomas A. Saenz

To: Supervisor Mark Ridley-Thomas, Chairman
Supervisor Gloria Molina
Supervisor Zev Yaroslavsky
Supervisor Don Knabe
Supervisor Michael D. Antonovich

From: Arturo Delgado, Ed.D. *AD.*
Superintendent

Subject: Comprehensive Educational Reform Implementation in Juvenile Halls
and Camps - Fifth LACOE Report (February 2013 to April 2013)

On November 29, 2011, the County of Los Angeles Board of Supervisors instructed the LACOE Superintendent to oversee the education reform endeavor, which includes chairing the existing Comprehensive Education Reform Committee that was created in 2007. In addition to this directive, the Board of Supervisors instructed the LACOE Superintendent to take over the responsibility of submitting quarterly implementation status reports on the proposed projects, as well as the status of the 35 education reform recommendations.

Pursuant to the November 29, 2011, motion, this is the fifth LACOE report on education reform covering the February 2013 through April 2013 activity. During this reporting period, LACOE and the Los Angeles County Probation Department (Probation) worked collaboratively to implement the 35 education reform recommendations.

The report format includes the following three documents:

1. *Quarterly Report (February 2013 to April 2013)*. This document communicates compliance standing, areas of strength or concern, evidence, and next steps for each of the 35 recommendations for the distinct reporting period. Also included in the Quarterly Report is the compliance rubric that explicitly delineates both quantitative and qualitative expectations related to each of the 35 recommendations. One new element has been added to the compliance rubric under the Compliance Status column. The new element is titled Previous Report Status. This new data piece indicates the status of each recommendation on the previous report, thus allowing the reader to know if the status of each recommendation on the previous report has improved, remained the same, or declined.

2. *Priorities over the Next Few Months.* This document summarizes the primary areas of focus for the upcoming quarter.
3. *Casey A. Settlement Agreement Update.* This document summarizes the progress made in each of the 13 areas outlined in the settlement agreement.

Please contact me if you have any questions or if additional information is necessary. Your staff may also contact Dr. Cuauhtémoc Avila, Assistant Superintendent, Educational Programs, at 562.803.8301, or Mr. Jesús Corral, Probation Senior Director of Education Services, at 562.400.9608.

AD/CA/PW:sb

Attachments

cc: Jerry Powers, Chief, Los Angeles County Department of Probation
Honorable Michael Nash, Presiding Judge, Juvenile Court
Sachi A. Hamai, Executive Officer, Board of Supervisors
William T Fujioka, Chief Executive Officer
Georgia Mattera, Public Safety, Chief Executive Office
John Krattli, County Counsel
David Sommers, Public Information Officer, Chief Executive Office
Comprehensive Educational Reform Committee
Children's, Education, and Justice Deputies

LOS ANGELES COUNTY OFFICE OF EDUCATION/LOS ANGELES COUNTY PROBATION DEPARTMENT
COMPREHENSIVE EDUCATIONAL REFORM RECOMMENDATIONS
QUARTERLY REPORT (FEBRUARY 2013 TO APRIL 2013)

QUARTERLY STATUS							RUBRIC		
RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS	FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Educational Responsibilities 1. Recruit and hire a Director of School Services to serve as a senior staff advisor to the Chief Probation Officer on education matters and to serve as the Department’s chief liaison in working with LACOE management and staff in implementing comprehensive educational reform in the juvenile halls and camps.	Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence Probation: Personnel Record	Position filled in July of 2012.	None	None	Probation recruited and hired a Director of School Services.	The Probation Director of School Services position is vacant and Probation is in the hiring process.	The Probation Director of School Services position is vacant and Probation is not in the hiring process.
Educational Responsibilities 2. Implement the use of multi-disciplinary teams to conduct comprehensive assessments of youth with the participation of the Juvenile Court; parents, other caregivers, or surrogates; educational service providers; and Probation.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Counselor Multi-Disciplinary Team Survey Results – March 2013 LACOE and Probation cross training meeting agenda and sign-in sheet – April 2013 Individual Learning Plan completion and Multi-Disciplinary Team participation random audit – April 2013 Multi-Disciplinary Team minutes samples Updated camp Multi-Disciplinary Team coordinators and counselors contact roster LACOE monthly Multi-Disciplinary Team follow-up forms	LACOE: As of February 2013, LACOE has implemented Individual Learning Plan procedures at all hall and camp schools. As of February 2013 LACOE has reallocated duties and assigned Academic Counselors to attend all Initial Multi-Disciplinary Team meetings. As of April 2013, LACOE has implemented the Multi-Disciplinary Team Monthly Follow-up Form to track parent and district of residence participation.	Some local schools and districts are refusing to enroll students released from camp schools.	LACOE: Develop a plan to have local schools and districts work with LACOE and Probation to enroll students. Continue to conduct random monthly audits to examine quality of Individual Learning Plans. LACOE and Probation: Continue to work together within Supervisor Molina’s Aftercare Committee to successfully implement comprehensive case plans for all youth.	≥90% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).	70-89% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).	<70% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).

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Educational Responsibilities 3. Ensure parent or caregiver involvement throughout the process of a youth's adjudication, school enrollment, assessment, detainment, and release, because such involvement is critical in ensuring the healthy development of youth. Develop strategies to increase parent involvement, and educate and train parents about the juvenile system, educational rights, and processes. Provide parents or surrogates with the necessary support, tools, and training, regarding (a) the judicial process, the legal and educational rights of their child and (b) involvement in assessment, case planning, and transitional planning to better enable them to carry out their responsibilities.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Noncompliant	Current Evidence LACOE: Multi-Disciplinary Team parent participation data Probation: Phase I of the videoconference system has been completed.	LACOE: Documentation and inclusion of parents in Initial and Transitional Multi-Disciplinary Team meetings continues to increase.	Parent Notification system process is not complete.	LACOE: LACOE is in process of purchasing a parental notification calling system. Probation: Work has started for Phase II of the videoconference system.
Educational Responsibilities 4. Work with judicial officers and educational service providers to ensure timely determinations of the holders of educational rights.	Probation	Current Report Status: Noncompliant Previous Report Status: Noncompliant	Current Evidence Probation: Directive #1270 Court report template	None	Probation is concerned that the level of compliance cannot be accurately determined at this time given that the courts have not maintained records for timely determinations of the holders of educational rights.	Probation: Probation will revisit Directive #1270 to address this recommendation. Consult with Comprehensive Educational Reform Advisory Committee and reach out to judicial officers to address this area.
Educational Responsibilities 5. Work with judicial officers to identify and assign qualified and appropriate surrogates or educational representatives, when necessary, to serve in place of the absent parent as advocates for youth in juvenile halls and camps.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Surrogate/ Educational Rights Holder Appointee Log Sample Future Evidence LACOE: Training on the discontinuance of the JV535 form and updated process with site administrators will be held in May	A Special Education Local Plan Area (SELPA) plan and procedures are in place to obtain surrogates or educational rights holders.	None	LACOE: Continue monitoring the appointments of the surrogates and educational rights holders through both monthly site reports.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Parent(s) or caregiver(s) of youth entering and exiting camp schools participated physically or remotely in ≥90% of the Initial and Transition Multi-Disciplinary Team meetings.	Parent(s) or caregiver(s) of youth entering and exiting camp schools participated physically or remotely in 70-89% of the Initial and Transition Multi-Disciplinary Team meetings.	Parent(s) or caregiver(s) of youth entering and exiting camp schools participated physically or remotely in <70% of the Initial and Transition Multi-Disciplinary Team meetings.
The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, ≥90% of the time.	The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, 70-89% of the time.	The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, <70% of the time.
Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) ≥90% of the time.	Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) 70-89% of the time.	Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) <70% of the time.

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Educational Responsibilities 6. Train probation officers to serve as advocates for youth throughout their detainment and as they transition back to the community.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation: Directive #1270	Probation: Planning meetings have been held with Public Council to develop training modules for field probation staff on educational advocacy.	Additional training in educational advocacy for Probation officers is necessary.	Probation: Work with Public Council Law Firm to train field Probation officers on educational advocacy.
Educational Responsibilities 7. Develop, implement, and continuously improve performance measurement systems to establish accountability for all participants in the educational system for youth in juvenile halls and camps. Establish a Research Advisory Committee that includes representatives from LACOE and Probation to advise both departments on improving the educational performance measurement system over time.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE and Probation: Research Advisory Committee Sign-in sheets and agendas Quarterly Status Updates	The Research Advisory Committee is established and meets monthly. Probation has representatives on the committee.	None	LACOE and Probation: Continue to meet to prioritize and troubleshoot recommendations through the Research Advisory Committee. Continue to work together within Supervisor Molina's Aftercare Committee to successfully implement comprehensive case plans for all youth.
Educational Assessment and Case Planning 8. Work with the Juvenile Court to ensure timely and comprehensive assessments of the criminogenic, educational, health, and mental health needs of youth in juvenile halls and camps as well as strength-based assessments of their interests and abilities. Utilize the educational checklists in the Bench Book for Education Issues in Dependency and Delinquency Courts to help do so. Revise the content of initial court reports on youth in juvenile camps to focus on assessment results and the integrated case plans, so that judicial officers have specific needs and objectives on which to base their camp orders.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Multi-Disciplinary Team minutes samples Individual Learning Plan samples Agendas and sign-in sheets for Individual Learning Plan mandatory trainings – February and April 2013.	LACOE: As of February 2013, LACOE has implemented Individual Learning Plan procedures at all hall and camp schools. As of February 2013 LACOE has reallocated duties and assigned Academic Counselors to attend all Initial Multi-Disciplinary Team meetings.		LACOE: Continue to conduct random monthly audits to examine quality of Individual Learning Plans. Probation: Continue to ensure that all Multi-Disciplinary Team meetings are scheduled when all stakeholders are available. LACOE and Probation: Continue to work together within Supervisor Molina's Aftercare Committee to successfully implement comprehensive case plans for all youth.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of transition probation officers have been trained to serve as advocates for youth.	70%-89% of transition probation officers have been trained to serve as advocates for youth.	<70% of transition probation officers have been trained to serve as advocates for youth.
A Research Advisory Committee is in place and met at least monthly.	A Research Advisory Committee is in place and did not meet at least monthly.	A Research Advisory Committee is not in place.
≥90% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	70%-89% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	<70% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.

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Educational Assessment and Case Planning 9. Provide additional educational psychologists (either employees and/or contractors) for the camp Assessment Unit to conduct psychoeducational assessments of youth with suspected special education needs in a very timely manner. ** <i>Note.</i> Psychological assessments do not take place at the camp Assessment Units. Instead, when necessary or referred, students are assessed by educational psychologists at the halls and camps.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Psychologist Workload Time Sampling Data Psychologist Caseload Data	Evaluated psychologists' caseload ratios versus workloads – April 2013. Leave replacement psychologists are hired as needed.	None	LACOE: Continue to monitor caseload and workload data reports and hire additional staff (if needed). LACOE and Probation: Continue to work together within Supervisor Molina's Aftercare Committee to successfully implement comprehensive case plans for all youth.	Staffing formulas exist to ensure adequate numbers of psychologist staff, and ≥90% of the positions filled. Leave replacement psychologists were hired on an as needed basis.	Staffing formulas exist to ensure adequate numbers of psychologist staff, and <90% of the positions filled. Leave replacement psychologists were hired on an as needed basis.	Staffing formulas do not exist to ensure adequate numbers of psychologist staff. Leave replacement psychologists were not hired on an as needed basis.
Educational Assessment and Case Planning 10. Work with the Juvenile Court to ensure timely development of an integrated case plan – including an individual learning plan for educational services – that is customized to address each student's needs and responsivity issues. Revise the content of final court reports on youth in juvenile camps to focus on aftercare case plans and transition back to the community, so that judicial officers have specific needs and objectives on which to base the camp-to-community transition programs (CCTP) portion of their camp orders.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Counselor Multi-Disciplinary Team Survey Results – March 2013 LACOE and Probation cross training meeting agenda and sign-in sheet – April 2013 Individual Learning Plan completion and Multi-Disciplinary Team participation random audit – April 2013 Multi-Disciplinary Team minutes samples Updated camp Multi-Disciplinary Team coordinators and counselors contact roster LACOE monthly Multi-Disciplinary Team follow-up forms	As of February 2013, LACOE has implemented Individual Learning Plan procedures at all hall and camp schools. As of February 2013 LACOE has reallocated duties and assigned Academic Counselors to attend all Initial Multi-Disciplinary Team meetings.	Some local schools and districts are refusing to enroll students released from camp schools.	LACOE: Develop a plan to have local schools and districts work with LACOE and Probation to enroll students. Continue to conduct random monthly audits to examine quality of Individual Learning Plans. Probation: Ensure that all Multi-Disciplinary Team meetings are scheduled when all stakeholders are available. LACOE and Probation: Continue to work together within Supervisor Molina's Aftercare Committee to successfully implement comprehensive case plans for all youth.	≥90% of youth entering and exiting hall and camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	70%-89% of youth entering and exiting hall and camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	<70% of youth entering and exiting hall and camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.

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Educational Assessment and Case Planning 11. Integrate the camp-to-community transition programs of the Probation Department and LACOE (Assembly Bill 825), and prepare and train all staff including DMH and educational service providers to produce “meaningful” transitional plans that include: (a) strength-based assessments of youth educational and employment needs; (b) identification of needed community linkages and/or employment resources; (c) admission and/or re-enrollment into an appropriate educational pathway; (d) use of a “family conferencing” model; and (e) safe and positive community and living arrangements.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Communication from Probation Director Alberto Ramirez instructing all camp Multi-Disciplinary Team coordinators to include the Individual Learning Plan as the educational portion of the Multi-Disciplinary Team meeting. LACOE and Probation cross-training meeting agenda and sign-in sheet – April 2013	As of February 2013, LACOE has implemented Individual Learning Plan procedures at all hall and camp schools. As of February 2013 LACOE has reallocated duties and assigned Academic Counselors to attend all Initial Multi-Disciplinary Team meetings. As of April 2013, Probation has been trained on LACOE’s Individual Learning Plan to streamline educational assessment and case planning processes. Probation camp caseworkers began to include the Individual Learning Plan form as part of the pre-release court report submitted to the court.		LACOE: Develop a plan to have local schools and districts work with LACOE and Probation to enroll students. Continue to conduct random monthly audits to examine quality of Individual Learning Plans. Probation: Continue to ensure that all Multi-Disciplinary Team meetings are scheduled when all stakeholders are available. LACOE and Probation: Continue to work together within Supervisor Molina’s Aftercare Committee to successfully implement comprehensive case plans for all youth.
Educational Assessment and Case Planning 12. Establish a comprehensive assessment center in which Probation, DMH and LACOE staff or contractors (a) conduct comprehensive assessments of criminogenic, educational, health, mental health, and parenting needs of youth ordered to camp and (b) develop initial case plans – including ILPs or IEPs for educational services – that are customized to address student needs and responsivity issues.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence Probation: 15-Point Assessment Summaries	LACOE’s Student Records staff and Probation staff met with the Camps Assessment Unit to review placement procedures. Probation praised LACOE’s in-depth involvement in the process.	None	LACOE and Probation: Continue to work together within Supervisor Molina’s Aftercare Committee to successfully implement comprehensive case plans for all youth.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of appropriate LACOE and Probation staff have been trained to produce “meaningful” transitional plans.	70%-89% of appropriate LACOE and Probation staff have been trained to produce “meaningful” transitional plans.	<70% of appropriate LACOE and Probation staff have been trained to produce “meaningful” transitional plans.
A comprehensive assessment center exists with LACOE, Probation, and Mental Health representatives.	A comprehensive assessment center exists but missing one or more representatives (e.g., LACOE, Probation, and/or Mental Health).	A comprehensive assessment center does not exist.

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Educational Assessment and Case Planning 13. Develop process and assign responsibility for shadowing, mentoring, counseling, and tracking youth during and after their stays in juvenile halls and camps.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation:	None	Additional training on developing processes and assigning responsibility is necessary to reach full compliance in this area. There has not been a centralized process to account for each of the items in this recommendation.	Probation: Develop a clear and comprehensive system to ensure that all items of this recommendation are addressed. The Probation Education Reform Unit will continue to work with the new Bureau Chiefs and Directors on this recommendation. LACOE and Probation: Continue to work together within Supervisor Molina's Aftercare Committee to successfully implement comprehensive case plans for all youth.
Educational Assessment and Case Planning 14. Utilize the new Dashboard Reporting System and Quality Assurances Services (QAS) staff and processes to help ensure that all youth in juvenile halls and camps receive (a) appropriate assessments of their criminogenic, health, mental health, and educational needs; (b) integrated case plans in a timely manner; and (c) treatment, education, and supervision services identified in their respective case plans. <i>**Note.</i> Probation no longer uses the Dashboard Reporting System.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation:	None	The Dashboard Reporting System is no longer in use given its limited capacity to address the needs of this recommendation. <i>Note:</i> The recommendation is partially compliant in spite of the absence of a central database, given that items a-c of the recommendation continue to be met.	Probation: Examine the feasibility of using the Dashboard Reporting System, or another system, to collect the data required for compliance in this recommendation. Explore the possibility of incorporating student information into LACOE's student information system, EPIC. LACOE and Probation: Continue to work together within Supervisor Molina's Aftercare Committee to successfully implement comprehensive case plans for all youth.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in hall and camp schools exist.	Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in hall and camp schools exist but are not fully implemented.	Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in hall and camp schools does not exist.
≥90% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.	70%-89% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.	<70% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.

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Educational Assessment and Case Planning 15. Replicate the electronic data exchange (EDE) process/system which was recently implemented between LACOE and LAUSD, among other school districts within the County and the juvenile halls and camps to ensure timely transfer of school records both to and from juvenile camps and schools in the community. Explore expansion of the system to include tracking of educational performance after youth return from juvenile halls and camps to community schools to determine whether EBP treatment and educational services are successful over the long run.	LACOE	Current Report Status: Noncompliant Previous Report Status: Noncompliant	Evidence LACOE: Electronic Data Exchange System is activated	LACOE compliance and electronic data staff met with LAUSD staff regarding their new data management system and their decision to allow us access to Welligent IEPs.	As of May 7, 2013 only special education county administrators have access to Welligent.	LACOE: Train special education administrators to use Welligent. Train special education assistant principals and psychologists at each hall to use Welligent. LACOE and Probation: Continue to work together within Supervisor Molina's Aftercare Committee to successfully implement comprehensive case plans for all youth.
Educational Assessment and Case Planning 16. Contract with educational consultants to help probation officers in the area offices assist youth receive services (including special education), ensure immediate enrollment upon release from camp, provide immediate assistance for suspended or expelled youth, and provide related training to area office staff.	Probation	Current Report Status: Partially Compliant Previous Report Status: Noncompliant	Current Evidence Probation: Meeting notes	Probation: Planning meetings have been held with Public Council to develop training modules for field Probation staff on educational advocacy.	None	Probation: Work with Public Council Law Firm to train field Probation Officers on educational advocacy.
Educational Assessment and Case Planning 17. Develop and implement a process for the Camp Assessment Unit to provide feedback to LACOE and applicable school districts regarding the results of comprehensive assessments of youth detained in juvenile hall or ordered to camp, so such organizations can reexamine and improve their own processes for assessing the health, mental health and educational needs (including specific learning disabilities and other special education needs) of their students. **Note. LACOE's Student File Center will responsible for forwarding students' Individual Learning Plans (which include the results of comprehensive assessments) to the requesting districts.	LACOE	Current Report Status: Noncompliant Previous Report Status: Noncompliant	Current Evidence LACOE: Random audit results for the percentage of youth leaving camp with unofficial transcripts and Individual Learning Plan Sample of Individual Learning Plans	A Program Specialist designee for the Camp Assessment Unit has been identified. Beginning discussion with establishing protocols to scan Individual Learning Plans into the records portion of the student information system.	Personnel need to be identified and they need to be trained to scan the ILP into EPIC.	LACOE: Work with EPIC to identify where the ILP will be placed for each student. Train transition counselors and clerical staff to scan ILPs into EPIC following each MDT. Probation: Ensure that all Multi-Disciplinary Team meetings are scheduled when all stakeholders are available. LACOE and Probation: Continue to work together within Supervisor Molina's Aftercare Committee to successfully implement comprehensive case plans for all youth.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Replicated electronic data exchange (EDE) process in at least three of the five largest feeder school districts in Los Angeles County.	Replicated electronic data exchange (EDE) process in at least one of the five largest feeder school districts in Los Angeles County.	Replicated electronic data exchange (EDE) process in none of the five largest feeder school districts in Los Angeles County.
Probation has contracted with educational consultants.	Probation is in the process of contracting with educational consultants.	Probation has not and is not in the process of contracting with educational consultants.
Individual Learning Plans are sent to the district within ten days ≥90% of the time. ≥90% of the youth released from camp schools leave with unofficial copies of their transcripts and Individual Learning Plans.	Individual Learning Plans are sent to the district within ten days 70%-89% of the time. 70%-89% of the youth released from camp schools leave with unofficial copies of their transcripts and Individual Learning Plans.	Individual Learning Plans are sent to the district within ten days <70% of the time. <70% of the youth released from camp schools leave with unofficial copies of their transcripts and Individual Learning Plans.

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RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS
Instructional Program, Delivery and Materials 18. Provide all students with access to four instructional pathways leading either to a high school diploma, a GED certificate, a vocational education certificate, and/or college preparation.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: APEX credit recovery implementation plan CTE Advisory Committee sign in sheet and agenda APEX credit recovery pilot program at four camp schools to begin June 2013, and at all hall and camp schools by September 2013. Allocated monies to offer Occupational Safety & Health Administration (OSHA) certification for students after school at camp schools March 2013.	Carl Perkins/Career Technical Education (CTE) Advisory Committee has been established and has met. APEX credit recovery pilot program at four camp schools to begin June 2013, and at all hall and camp schools by September 2013. Allocated monies to offer Occupational Safety & Health Administration (OSHA) certification for students after school at camp schools March 2013.	Site bandwidth and hardware issues.	LACOE: Continue to work with Information Technology Office to ensure that all sites have appropriate bandwidth and hardware to facilitate APEX and other online programs. Continue to meet to plan for more development for Career and Vocational Educational opportunities at the camp and hall schools. LACOE and Probation: Implement Freedom Schools program at two sites during upcoming July/August 2013 Intersession.
Instructional Program, Delivery and Materials 19. Redesign the JCS curriculum to capitalize on integrated use of instructional minutes. Deliver the instructional program in a comprehensive, coordinated, collaborative way to more effectively use the school day as well as after school/weekend hours.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Meeting agendas and sign-in sheets Pacing guides and calendars Random sample results Two year Common Core State Standards implementation plan Common Core training sign in sheets and agendas	29 out of 35 (83%) of the randomly sampled classrooms were implementing the redesigned curriculum with fidelity. All English-Language Arts teachers are in the process of receiving Common Core State Standards training. Math teachers from camp schools participated in a 3-day Common Core State Standards training. Developed a two-year implementation plan for Common Core State Standards.	Not all classrooms are on track with the division developed pacing calendar. Not all teachers have participated in all three days of the math Common Core training.	LACOE: Continue to monitor fidelity to the curriculum and begin to write a pacing plan based on Common Core State Standards. Collaboration with teachers and administrators to create lessons and pacing plans based on Common Core State Standards. Ensure that all teachers have the opportunity for Common Core State Standards training throughout the summer and the 2013-14 school year. LACOE and Probation: Implement Freedom Schools program at two sites during upcoming July/August 2013 Intersession.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of the camp and hall schools offer the four instructional pathways.	70%-89% of the camp and hall schools offer the four instructional pathways.	<70% of the camp and hall schools offer the four instructional pathways.
The Juvenile Court School (JCS) curriculum has been redesigned to capitalize on integrated use of instructional minutes.	The Juvenile Court School (JCS) curriculum has been redesigned to capitalize on integrated use of instructional minutes.	The Juvenile Court School (JCS) curriculum has not been redesigned to capitalize on integrated use of instructional minutes. <i>and/or</i> <70% of randomly sampled classrooms implement the redesigned curriculum with fidelity.

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Instructional Program, Delivery and Materials 20. Implement a plan to coordinate camp curriculum, the use of instructional materials and resources so that youth transferring from site to site do not miss instruction and are able to experience continuity to their instructional program. Reduce the amount of student instructional time lost due to interruptions, missing class, arriving late, or being removed from class due to behavior problems and attending medical, dental, and court appointments; and other reasons as determined by Probation.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Absence Analysis summary Enrollment and Attendance Comparison for each PAU, with selection criteria showing all late arrivals (tardy) and absences during the period by week	>90% of students are attending school LACOE teachers have consistently recorded absences and tardies along with documenting the reasons. Collaborated with the Director of School Services to work with the judicial officers during the California High School Exit Exam testing window to reduce court appearances during testing dates.	None	LACOE and Probation: LACOE is in the process of developing absence reports summarized by reason and by site. Implement Freedom Schools program at two sites during upcoming July/August 2013 Intersession.	The Juvenile Court School (JCS) curriculum has been redesigned and ≥90% of randomly sampled classrooms implement the redesigned curriculum with fidelity. ≥90% of the camp and hall schools are textbook sufficient per Education Code. ≥90% of the youth are not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.	The Juvenile Court School (JCS) curriculum has been redesigned, and 70%-89% of randomly sampled classrooms implement the redesigned curriculum with fidelity. 70%-89% of the camp and hall schools are textbook sufficient per Education Code. 70%-89% of the youth are not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.	The Juvenile Court School (JCS) curriculum has (or has not) been redesigned, and <70% of randomly sampled classrooms implement the redesigned curriculum with fidelity. <70% of the camp and hall schools are textbook sufficient per Education Code. <70% of the youth are not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.
Instructional Program, Delivery and Materials 21. Train teachers in developing and delivering thematic, collaborative, project- and problem-based, experiential types of lessons.	LACOE	Current Report Status: Noncompliant Previous Report Status: Noncompliant	Current Evidence LACOE: Road To Success Academy grant application Road To Success Academy grant application planning meetings-sign-in sheets, agendas and training materials	Development of the Road to Success Academy grants application for camp and hall schools. This competitive grant will allow camp and hall schools to participate in a project based, thematic approach to teaching and learning. Conducted training for camp and hall school principals and site teams to transition to block schedules, which is conducive to thematic, collaborative, project-based lessons.	None	LACOE: By May 2013, provide support to school sites in developing and writing their Road To Success Academy grant application (which offers monetary incentives for camp schools that successfully implement school-wide thematic, project-based learning). Continue to meet and follow up with sites to plan for block scheduling at the camp and hall schools. Continue to offer teachers training to develop and deliver thematic, project-based lessons. LACOE and Probation: Implement Freedom Schools program at two sites during upcoming July/August 2013 Intersession.	≥90% of the LACOE teachers have been trained to develop and deliver thematic, project-based lessons.	70%-89% of the LACOE teachers have been trained to develop and deliver thematic, project-based lessons.	<70% of the LACOE teachers have been trained to develop and deliver thematic, project-based lessons.

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Instructional Program, Delivery and Materials 22. Develop budget proposals to pilot several new instructional delivery models in the juvenile halls and camps as well as in the community, specifically: <ul style="list-style-type: none"> Establishing pilot charter schools at two camps – one dependent charter school for girls and one independent charter school for boys. Partnering with neighborhood public schools to create a place for youth returning from juvenile camps to continue in a consistent instructional environment. Partnering with one or more of the 40 WorkSource/One-Stop Centers throughout Los Angeles County to provide CTE/VE in conjunction with academic and pre-apprenticeship programs in camps and apprenticeships and/or jobs in the community.	LACOE	Current Report Status: Noncompliant Previous Report Status: Noncompliant	Current Evidence LACOE: Road To Success Academies grant application Road To Success Academy grant application planning meetings-sign-in sheets, agendas and training materials	The Road to Success Academies grant application for camp and hall schools has been developed and distributed. Conducted training for principals and site teams to transition to block schedules, which is conducive to thematic, collaborative, project-based lessons. LACOE and Probation: Presented Road To Success Academy program at Judge Groman’s Think Tank meeting – February 2013.	None	LACOE: By May 2013, provide support to school sites in developing and writing their Road To Success Academy grant application (which offers monetary incentives for camp schools that successfully implement school-wide thematic, project-based learning). Continue to meet and follow up with sites to plan for block scheduling at the camp and hall schools. Continue to offer teachers training to develop and deliver thematic, project-based lessons. Implement Freedom Schools program at two sites during upcoming July/August 2013 Intersession.
Special Education 23. Ensure that the educational service providers are providing a full continuum of services and placements (e.g., resource specialists, special day classes, etc.) required under State law and based on an Individual Educational Program, regardless of whether or not youth attended a public school before they were detained, ordered to camp, or released into the community. For pupils who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Non-public school (NPS) data from the Camp Assessment Unit NPS meeting agendas and notes.	LACOE and Probation: LACOE reports to Probation the student’s previous schools information, including information on students who attended non-public schools. A meeting with LACOE SELPA staff and NPS providers was held in May 2013.	None	LACOE and Probation: Continue to monitor the delivery of services in the least restrictive environment for special education students in the hall and camp schools. A follow-up LACOE SELPA/NPS/Probation meeting is planned for 6/13/12.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
A pilot look-alike charter school exists at two camp schools—one charter look-alike school for girls at one camp school and one for boys at another camp school. ≥90% of the youth released from camp schools successfully transition to their Individual Learning Plan educational pathway designation.	Only one pilot look-alike charter school exists. 70%-89 of the youth released from camp schools successfully transition to their Individual Learning Plan designation.	A pilot look-alike charter school does not exist. <70% of the youth released from camp schools successfully transition to their Individual Learning Plan educational pathway designation.
Both of the following are present: A full continuum of services and placements required under state law and based on an Individualized Education Program (IEP) are provided. Students who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	At least one of the following are present: A full continuum of services and placements required under state law and based on an Individualized Education Program (IEP) are provided. Students who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	Neither of the following are present: A full continuum of services and placements required under state law and based on an Individualized Education Program (IEP) are provided. Students who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.

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Special Education 24. Ensure that educational service providers are appropriately supporting special education students with behavioral problems by (a) conducting functional analysis assessments as required by law and (b) developing positive behavioral intervention plans consistent with the Hughes Bill. Emphasize the importance of keeping these youth in their high schools (rather than referring them out) and having counseling conference between school officials and parents/caregivers (rather than through probation officers) wherever possible.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Data reflecting the percentage of students receiving behavior support through Behavior Support Plans (BSP), behavior goals and DIS Counseling services from LACOE School Psychologists	LACOE continues to support a high percentage of students needing positive behavior support as indicated in their IEP. This is completed through the IEP teams developing behavior support plans, behavior goals and approving counseling services.	None	LACOE: Continue development of the service delivery module in EPIC to automate monitoring of service delivered verses service required as stipulated in the students Individualized Education Program (IEP) related to behavior support.
Special Education 25. Train probation officers both in camps and the community on special education and how to advocate for youth with IEPs, where necessary, so educational service providers can improve matching special education students with appropriate services before they enter juvenile halls and camps and when they transition back to the community.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation:	Probation: Planning meetings have been held with Public Council to develop training modules for field Probation staff on educational advocacy	None	Probation: Work with Public Council Law Firm to train field Probation Officers on educational advocacy.
Programming for After-School Hours and Weekends 26. Restructure camp and classroom schedules so there is more time for (a) individual program treatment; (b) homework, tutoring, and educational enrichment; and (c) other activities (aligned with youths' individual case plans) before or after class and on weekends.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence Probation: Daily schedules for hall and camp schools Current Evidence LACOE: Extended Learning Opportunity program data (February-April 2013)	Extended Learning Opportunity programs are offered at all hall and camp schools.	None	LACOE: Monitor school schedules and make adjustments as needed. Standardize programs offered in Extended Learning Opportunity June 2013. Implement Freedom Schools program at two sites during upcoming July/August 2013 Intersession.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of the special education students with behavioral problems requiring support services are receiving those supports as required by their Individualized Education Program (IEP).	70%-89% of the special education students with behavioral problems requiring support services are receiving those supports as required by their Individualized Education Program (IEP).	<70% of the special education students with behavioral problems requiring support services are receiving those supports as required by their Individualized Education Program (IEP).
≥90% of probation officers, both in camp schools and the community, have been trained in special education and how to advocate for youth with Individualized Education Programs (IEPs).	70%-89% of probation officers, both in camp schools and the community, have been trained in special education and how to advocate for youth with Individualized Education Programs (IEPs).	<70% of probation officers, both in camp schools and the community, have been trained in special education and how to advocate for youth with Individualized Education Programs (IEPs).
≥90% of the camp schools and classrooms schedules have been restructured.	70%-89% of the camp schools and classrooms schedules have been restructured.	<70% of the camp schools and classrooms schedules have been restructured.

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Educational Facilities, Classroom Space, Staffing and Funding 27. Maximize utilization of existing dedicated classroom space, including space currently being used for LACOE storage, as appropriate. Assess specific needs for additional classroom space by site and develop an implementation plan.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE and Probation: Site facility plans Probation's Camp Gonzales closure memo	Effective planning and analysis of existing classroom space have been conducive to maximize the use of available facilities. LACOE and Probation met at Camp Gonzales to plan for a potential portable classroom supported by a donor.	A comprehensive plan to transfer students from Kilpatrick to another facility during Kilpatrick's closure has not been made available to LACOE.	LACOE and Probation: Continue to assess needs for additional classroom space during Kilpatrick's closure next year, and carefully develop a contingency plan to minimize the impact on staffing and other logistical issues.
Educational Facilities, Classroom Space, Staffing and Funding 28. Utilize CEO/DPW report on camp reconfiguration to identify opportunities for establishing vocational education shops in juvenile camps; develop budget proposals to develop such space. <i>**Note.</i> The original CEO/DPW report was issued and complied with. Probation Senior Director of School Services and LACOE Division Director visit all probation camps no less than quarterly to identify potential vocational classroom space.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	None	LACOE and Probation have been continuing to work to determine if existing facilities at Afflerbaugh/Paige and Road To Success Academy will accommodate the opening of shop classes. LACOE will be opening another Paxton Patterson classroom at Munz July 2013.	Constraints on existing budgets continue to impact expansion effort of vocational classrooms.	LACOE and Probation: Continue to monitor and identify opportunities for establishing vocational education shops in all schools.
Educational Facilities, Classroom Space, Staffing and Funding 29. Establish standards for the quantity and quality of instructional materials, equipment and technology in each classroom. Establish a capital budget to fund implementation over a three-year period.	LACOE	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Site bandwidth information	Many of the sites have had bandwidth increased. Beginning July 2013, LACOE's Educational Services and Information Technology Office divisions will be assisting LACOE schools with the monitoring of equipment purchases, instructional materials and facilities.	Some sites still have not received technology/infrastructure upgrades.	LACOE: Continue to monitor and report until all sites receive Metro E Network. Develop standards for quantity and quality of technology/equipment purchases by June of 2013.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of the classroom space, where necessary, is available for instructional use. Camp and hall schools needing additional classroom space did assess for specific needs and developed an implementation plan.	70%-89% of the classroom space, where necessary, is available for instructional use. Camp and hall schools needing additional classroom space did assess for specific needs and developed an implementation plan.	<70% of the classroom space, where necessary, is available for instructional use. Camp and hall schools needing additional classroom space did assess for specific needs and developed an implementation plan.
LACOE's Division Director and Probation's Senior Director of School Services visited all Probation halls and camp schools quarterly to identify potential vocational classroom space. As additional space is identified, LACOE and Probation worked together to develop a budget to utilize the space.	N/A	LACOE's Division Director and Probation's Senior Director of School Services did not visit all Probation halls and camp schools quarterly to identify potential vocational classroom space.
Standards for the quality of instructional materials exist, and ≥90% of the materials meet the standards set forth. Standards for the quantity and quality of technology/equipment exist, and ≥90% of the classrooms meet standards set forth. A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment and technology exists.	Standards for the quality of instructional materials exist, and 70%-89% of the materials meet the standards set forth. Standards for the quantity and quality of technology/equipment exist, and 70%-89% of the classrooms meet standards set forth. A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment and technology exists.	Standards for the quality of instructional materials exist, and <70% of the materials meet the standards set forth. Standards for the quantity and quality of technology/equipment exist, and <70% of the classrooms meet standards set forth. A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment and technology does not exist.

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RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS
Educational Facilities, Classroom Space, Staffing and Funding 30. Develop an educational staffing plan to ensure that there are adequate numbers of teaching, special education, assessment, counseling, and psychologist staff to meet the needs of youth in halls and camps.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Staffing ratios and site staffing profiles	A staffing formula has been in place since July of 2012.	None	LACOE: Continue to ensure that the existing staffing ratios for school staff are commensurate with the ratio of surrounding county offices of education serving incarcerated youth.
Educational Facilities, Classroom Space, Staffing and Funding 31. Develop and implement a training plan to ensure that all LACOE instructional staff are appropriately trained in evidence-based practices (EBP) principles and staff skills, such as Core Correctional Practices and Motivational Interviewing. <i>**Note.</i> The use of Core Correctional Practices and Motivational Interviewing have been replaced with the Behavior Management Program model.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Sign-in sheets and agendas	LACOE staffs at the camp schools were trained in the Behavior Management Program model.	None	LACOE and Probation: Schedule trainings for LACOE staff hired after the last training will be conducted by April 2013.
Educational Facilities, Classroom Space, Staffing and Funding 32. Develop a three-year financial plan of revenues and expenditures for educational services in the juvenile halls and camps. Ensure adequate funding levels to support LACOE's implementation of the three-year plan.	LACOE	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Listing of projects and funding sources	A three-year financial plan of revenues and expenditures for educational services in the hall and camp schools exists and is current.	None	LACOE and Probation: Provide 2013-2014 fiscal year budget.
Educational Facilities, Classroom Space, Staffing and Funding 33. Seek state legislation to revamp the current JCS funding model, which is based on average daily attendance (ADA), to one that (a) is based on a residential service delivery model, (b) reflects the locations of the juvenile halls and camps throughout the County, and (c) fully funds educational services, particularly special education services, that students are legally entitled to receive.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	None	LACOE recently submitted a recommendation to reintroduce a bill that revamps the JCS funding model.	LACOE, in partnership with other county offices of education, was previously unsuccessful in its efforts to move the state to revamp the funding model.	LACOE: Continue to advocate for revamping the current JCS funding model.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Staffing formulas exist to ensure adequate numbers of staff to meet the needs of youth and ≥90% of the positions are filled.	Staffing formulas exist to ensure adequate numbers of staff to meet the needs of youth, and <90% of the positions are filled	Staffing formulas do not exist to ensure adequate numbers of staff to meet the needs of youth in the juvenile halls and camps.
≥90% of the instructional staff has been trained in the Behavior Management Program model.	70%-89% of the instructional staff has been trained in the Behavior Management Program model.	<70% of the instructional staff has been trained in the Behavior Management Program model.
A three-year financial plan of revenues and expenditures for educational services exists, and is current. Adequate funding levels are available to support implementation.	A three-year financial plan of revenues and expenditures for educational services exists and is current. Adequate funding levels are not available to support implementation.	A three-year financial plan of revenues and expenditures for educational services does not exist.
LACOE has sought state legislation to revamp the current Juvenile Court School (JCS) funding model.	N/A	LACOE has not sought state legislation to revamp the current Juvenile Court School (JCS) funding model.

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Quality Assurance and Program Evaluation 34. Utilize the four (4) educational outcomes and eight (8) educational performance indicators proposed by the Probation Department for approval by the Board of Supervisors as the starting point for evaluating educational programs and contracts with educational service providers (not teachers). Expect these indicators to change over time based on lessons learned, and actively seek advice from the best researchers in Los Angeles County and beyond to help “grow” the performance measurement system quickly. <i>**Note.</i> LACOE in not currently using four (4) educational outcomes and eight (8) educational performance indicators to evaluate educational programs.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Program Monitoring and Evaluation rubrics for LACOE intervention programs Board of Education presentations: Achieve 3000 and NWEA.	LACOE has implemented the program evaluation model to assess the effectiveness of LACOE’s intervention programs. Read 180, Achieve 3000, and NWEA were evaluated and presented to the Board of Education May 2013.	The process to thoroughly evaluate each intervention program is lengthy and resource intensive.	LACOE and Probation: Continue to work through the Program Evaluation Committee to ensure that plans to implement the evaluation model remain on schedule. Continue to review and analyze data from the evaluation model audits and make appropriate recommendations and adjustments as needed.
Quality Assurance and Program Evaluation 35. Amend the Probation Department’s memorandum of understanding with LACOE and any existing and future contracts with educational service providers to require monthly or quarterly reporting of the prescribed educational outcomes and performance indicators.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE and Probation: MOUs	The Probation Department’s MOUs with LACOE and other educational service providers amended. <i>Note.</i> No additional MOUs were added during this reporting period.	None	LACOE and Probation: Revisit the MOU concerning LACOE staff lockouts by July 2013.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
The four (4) educational outcomes and eight (8) educational performance indicators are being used as a starting point for evaluating educational programs and contracts with educational service providers (not teachers).	N/A	The four (4) educational outcomes and eight (8) educational performance indicators are not being used as a starting point for evaluating educational programs and contracts with educational service providers (not teachers).
The Probation Department’s existing and recent memorandums of understanding with LACOE and other educational service providers have been amended.	N/A	The Probation Department’s existing and recent memorandums of understanding with LACOE and other educational service providers have not been amended.

PRIORITIES OVER THE NEXT FEW MONTHS

As the lead agencies spearheading the education reform effort, the Los Angeles County Office of Education (LACOE) and the Los Angeles County Probation Department (Probation) remain committed to this endeavor and will continue to focus on the following priorities over the next few months:

1. As mentioned in the Fourth Quarterly Report, LACOE is committed to systematically replicating many of successful practices that are in place at Road to Success Academy at Scott/Scudder and McAuliffe. The Road to Success Academies grant application will be available to hall and camp schools in May 2013. This competitive grant application offers eligible camps monetary incentives for incorporating the following five elements into their core educational program:

Five Elements of Road to Success Academies

1. Core Educational Program
2. T.I.P.
 - a. **T**hematic Instructional Framework
 - b. **I**nterdisciplinary Curriculum
 - c. **P**roject-Based Learning
3. Embedded instructional community partnerships to enhance curriculum
4. Pathways to higher education
5. Instructional and leadership coaching

Schools awarded the grant monies will be announced in June 2013. The 2013-2014 school year will be Year 1 Planning and the 2014-2015 school year will be Year 2 Implementation. At the inception of Year 3, schools that successfully implement the Five Elements of Road to Success Academies will receive formal “Road to Success Academy” certification.

2. All agencies (LACOE, Probation, Department of Mental Health, and Department of Health Services) have been working collaboratively through Supervisor Molina’s Aftercare Planning Committee to provide practical, comprehensive case plans for all youth. LACOE will continue to work diligently to successfully implement the Individualized Learning Plan process within the committee’s Aftercare model. LACOE counselors will be participating in on-going professional development for writing meaningful, operational Individual Learning Plans for youth.
3. LACOE continues to plan for the upcoming July and August of 2013 summer intersession. A planning committee was formed and meets regularly to focus efforts on meeting all implementation plans and timelines. Two camps will be offering the Freedom Schools program from June 24, 2013, to July 26, 2013. All staff participating in the program have been receiving intensive training on the program, its curriculum, and the unique strategies embedded throughout.

CASEY A. SETTLEMENT AGREEMENT UPDATE

During February 2013, the Technical, Compliance, and Advisory (TCA) team visited McAuliffe and provided the following updates on the 13 areas of the Action Plan:

Area 1. Administration, Leadership & Management

The TCA team continues to provide positive feedback in this area. LACOE is currently in the process of hiring a replacement principal for McAuliffe. The screening and interview processes are scheduled to be completed by April of 2013. A comprehensive plan has been developed to ensure sustainability of progress during the administrative transition. The new McAuliffe principal started April 26, 2013. The comprehensive plan that includes principal training has been initiated to ensure sustainability of progress during the administrative transition.

Area 2. Data Management

LACOE is in the process developing a user-friendly system in EPIC to provide administration and teachers the data to drive instructional planning and delivery. Additionally, this new dashboard will be a useful tool in the development of Individual Learning Plans (ILPs) for all students.

Area 3. Instruction

The instructional focus for the current school year includes instructional practices and professional development that accelerate student learning. Administration and teacher leads have been trained on the Cross & Joftus Focused Classroom Walkthrough protocol, which is an instrument that will improve overall instruction. Lastly, the Division established standardized protocols around the quality and quantity of site administrative classroom visits.

Area 4. Literacy

The Literacy component of the Action Plan continues to be in substantial compliance. There are dedicated reading times during the school day, in the living units and during classroom visits to the library. Also, students participate in monthly themed writing and art contests and e-reader clubs. In the after school program Operation Read staff uses Achieve3000 as part of its curriculum and directs two of the Kindle clubs at McAuliffe. Probation has purchased \$18,000 of books to enhance the student dormitory libraries.

Area 5: Positive Behavior Support

The Positive Behavior Interventions and Supports (PBIS) component of the Action Plan continues to be in substantial compliance. The McAuliffe staff will continue to focus on interventions for students in need of more intensive behavioral support. The evidence continues to demonstrate that students with chronic or serious behavioral problems are improving (e.g., reduction of referrals and suspensions) as a result of the existing PBIS supports. Los Angeles County Probation Department (Probation) and LACOE staff, at all levels, meet regularly to discuss implementation. Our work with the University of Oregon, and expert Dr. Jeffrey Sprague, has been extended for an additional year, through the end of 2014.

Area 6. Special Education

The Special Education component of the Action Plan continues to be in full compliance. Special Education services are being provided to the students by utilizing a collaborative approach that ensures services to assist students in gaining access to make progress in the general education curriculum. Teachers are working collaboratively to develop aligned lesson plans, as special

education staff members are critical members of each teacher team. Special Education remains in good shape. Individualized Education Programs (IEPs) are held in a timely manner and compliance is one of continued effectiveness.

Area 7. Career and Technical Education

Career and Technical Education (CTE) enrollment has shown a significant improvement from a 66% student participation rate to 92%. The current vocational education offerings include: Landscaping, Building Skills, Culinary Arts, industry recognized Occupational Safety and Health Administration (OSHA) and ServSafe certification, AdvancePath career and college preparation, and college courses through Los Angeles Mission College.

Area 8. Special Activities

The Special Activities component of the Action Plan continues to be in substantial compliance. LACOE and Probation continue to emphasize incentive programs that enhance student behavior, success, and morale. Positive data has been collected by LACOE and Probation that indicates that high quality incentive programs continue to significantly reduce student behavior problems.

Area 9. Transition and Aftercare

The Transition and Aftercare component of the Action Plan area continues to be in substantial compliance. There exists a current partnership with the Antelope Valley Youth Build program. The Camp to Community Transition Protocol (CTCP) has been implemented and is in use.

Area 10. Partnership

The Partnership component of the Action Plan continues to be in substantial compliance. “It’s Time 4 Kids” has been a valuable partner, and a critical piece of PBIS. Together with Paving the Way Foundation and the City of Lancaster, McAuliffe recognized Dr. Martin Luther King, Jr. by promoting the spirit of volunteerism and service in our students by planting a community garden. Community partner meetings are held on a regular basis to promote community participation at the school.

Area 11. Safety and Crisis Management

The Safety and Crisis Management component of the Action Plan continues to be in substantial compliance. McAuliffe continues to implement a safety program for contraband in cooperation with the probation staff. Probation continues to implement a safety and security check of all people including staff coming into the facility.

Area 12. Discipline and SHU

The Discipline and Special Housing Unit (SHU) component of the Action Plan has placed into substantial compliance by the TCA monitors. LACOE and Probation continue to work closely together to ensure students in the SHU receive appropriate educational services.

Area 13. Sustainability and Quality Assurance

Sustainability and quality continue to be integrated in the day-to-day operations of the education program. Both LACOE and Probation have submitted draft Sustainability Plans to the TCA team. These plans will be reviewed, revised (if necessary), and submitted in the upcoming months.



Los Angeles County Office of Education

Leading Educators ▪ Supporting Students ▪ Serving Communities

September 4, 2013

Arturo Delgado, Ed.D.
Superintendent

Los Angeles County
Board of Education

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To: Supervisor Mark Ridley-Thomas, Chairman
Supervisor Gloria Molina
Supervisor Zev Yaroslavsky
Supervisor Don Knabe
Supervisor Michael D. Antonovich

From: Arturo Delgado, Ed.D. *AD*
Superintendent

Subject: Comprehensive Educational Reform Implementation in Juvenile Halls
and Camps - Sixth LACOE Report (May 2013 to July 2013)

On November 29, 2011, the County of Los Angeles Board of Supervisors instructed the LACOE Superintendent to oversee the education reform endeavor, which includes chairing the existing Comprehensive Education Reform Committee that was created in 2007. In addition to this directive, the Board of Supervisors instructed the LACOE Superintendent to take over the responsibility of submitting quarterly implementation status reports on the proposed projects, as well as the status of the 35 education reform recommendations.

Pursuant to the November 29, 2011, motion, this is the sixth LACOE report on education reform covering the May 2013 through July 2013 activity. During this reporting period, LACOE and the Los Angeles County Probation Department (Probation) worked collaboratively to implement the 35 education reform recommendations.

The report format includes the following three documents:

1. *Quarterly Report (May 2013 to July 2013)*. This document communicates compliance standing, areas of strength or concern, evidence, and next steps for each of the 35 recommendations for the distinct reporting period. Also included in the *Quarterly Report* is the compliance rubric that explicitly delineates both quantitative and qualitative expectations related to each of the 35 recommendations.
2. *Priorities over the Next Few Months*. This document summarizes the primary areas of focus for the upcoming quarter.
3. *Casey A. Settlement Agreement Update*. This document summarizes the progress made in each of the 13 areas outlined in the settlement agreement.

Board of Supervisors
September 4, 2013
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Please contact me if you have any questions or if additional information is necessary. Your staff may also contact Dr. Cuauhtémoc Avila, Assistant Superintendent, Educational Programs, at 562.803.8301, or Mr. Jesús Corral, Probation Senior Director of Education Services, at 562.400.9608.

AD/CA/PW:sb
Attachments

cc: Jerry Powers, Chief, Los Angeles County Department of Probation
Honorable Michael Nash, Presiding Judge, Juvenile Court
Sachi A. Hamai, Executive Officer, Board of Supervisors
William T Fujioka, Chief Executive Officer
Georgia Mattera, Public Safety, Chief Executive Office
John Krattli, County Counsel
David Sommers, Public Information Officer, Chief Executive Office
Comprehensive Educational Reform Committee
Children's, Education, and Justice Deputies

LOS ANGELES COUNTY OFFICE OF EDUCATION/LOS ANGELES COUNTY PROBATION DEPARTMENT
COMPREHENSIVE EDUCATIONAL REFORM RECOMMENDATIONS
QUARTERLY REPORT (MAY 2013 TO JULY 2013)

QUARTERLY STATUS							RUBRIC		
RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS	FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Educational Responsibilities 1. Recruit and hire a Director of School Services to serve as a senior staff advisor to the Chief Probation Officer on education matters and to serve as the Department’s chief liaison in working with LACOE management and staff in implementing comprehensive educational reform in the juvenile halls and camps.	Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence Probation: Personnel Record	Position filled in July of 2012.	None	None	Probation recruited and hired a Director of School Services.	The Probation Director of School Services position is vacant and Probation is in the hiring process.	The Probation Director of School Services position is vacant and Probation is not in the hiring process.
Educational Responsibilities 2. Implement the use of multi-disciplinary teams to conduct comprehensive assessments of youth with the participation of the Juvenile Court; parents, other caregivers, or surrogates; educational service providers; and Probation.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Multi-Disciplinary Team logs, minutes, samples, and follow-up forms Individual Learning Plan completion and Multi-Disciplinary Team participation random audit – May 2013 Updated camp Multi-Disciplinary Team coordinators and counselors contact roster New Individual Learning Plan reporting module screenshot from EPIC	LACOE: Developed plans to recruit and hire 13 additional counselors to assist with Probation Aftercare file process. Implementation of Individual Learning Plans at all hall and camp schools. Continue to enhance the Individual Learning Plan module in EPIC, especially in the area of transition services. Counselors to attend all initial and transition Multi-Disciplinary Team meetings. In July of 2013, LACOE created a new division, Pupil Support Services, to assist with Aftercare—e.g., Individual Learning Plans and Multi-Disciplinary Team meetings.	Some local schools and districts are refusing to enroll students released from camp schools. With the addition of counseling staff, LACOE will thoroughly monitor timely enrollment upon release. Cross-agency training on Aftercare has not yet been scheduled for LACOE, Probation, DMH, and DHS. An electronic information system does not exist for students’ Aftercare case files.	LACOE: Hire and train new counselors for Aftercare, Individual Learning Plans, and Multi-Disciplinary Team processes in August and September of 2013. Explore flexible hours for new counselors so they can also participate in Multi-Disciplinary Team meetings outside the instructional day. Implement the new Individual Learning Plan reporting module in EPIC by September of 2013. Develop a plan to have local schools and districts work with LACOE and Probation to enroll students. Continue to conduct random monthly audits to examine quality of Individual Learning Plans, including appropriateness of students’ goals.	≥90% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).	70-89% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).	<70% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).

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Educational Responsibilities 3. Ensure parent or caregiver involvement throughout the process of a youth’s adjudication, school enrollment, assessment, detainment, and release, because such involvement is critical in ensuring the healthy development of youth. Develop strategies to increase parent involvement, and educate and train parents about the juvenile system, educational rights, and processes. Provide parents or surrogates with the necessary support, tools, and training, regarding (a) the judicial process, the legal and educational rights of their child and (b) involvement in assessment, case planning, and transitional planning to better enable them to carry out their responsibilities.	LACOE Probation	Current Report Status: Noncompliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Multi-Disciplinary Team parent participation data	LACOE: Documentation and inclusion of parents in initial and transition Multi-Disciplinary Team meetings continues to be tracked. Probation:	Percentages of parents involved in Multi-Disciplinary Team meetings decreased (80% to 37%). Parent Notification system process is not complete.	LACOE: Follow up with the process of purchasing a parental notification calling system. Probation: Work has started for Phase II of the videoconference system.	Parent(s) or caregiver(s) of youth entering and exiting camp schools participated physically or remotely in ≥90% of the Initial and Transition Multi-Disciplinary Team meetings.	Parent(s) or caregiver(s) of youth entering and exiting camp schools participated physically or remotely in 70-89% of the Initial and Transition Multi-Disciplinary Team meetings.	Parent(s) or caregiver(s) of youth entering and exiting camp schools participated physically or remotely in <70% of the Initial and Transition Multi-Disciplinary Team meetings.
Educational Responsibilities 4. Work with judicial officers and educational service providers to ensure timely determinations of the holders of educational rights.	Probation	Current Report Status: Noncompliant Previous Report Status: Noncompliant	Current Evidence Probation: Directive #1270 Court report template	None	Probation is concerned that the level of compliance cannot be accurately determined at this time given that the courts have not maintained records for timely determinations of the holders of educational rights.	Probation: Probation will revisit Directive #1270 to address this recommendation. Consult with Comprehensive Educational Reform Advisory Committee and reach out to judicial officers to address this area.	The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, ≥90% of the time.	The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, 70-89% of the time.	The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, <70% of the time.
Educational Responsibilities 5. Work with judicial officers to identify and assign qualified and appropriate surrogates or educational representatives, when necessary, to serve in place of the absent parent as advocates for youth in juvenile halls and camps.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Surrogate/ Educational Rights Holder Appointee Log Sample Future Evidence LACOE: Surrogate/ Educational Rights Holder Appointee Log Sample	Surrogates and educational rights holders continue to be secured for students and their IEP meetings.	None	LACOE: Continue monitoring the appointments of the surrogates and educational rights holders through both monthly site reports.	Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) ≥90% of the time.	Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) 70-89% of the time.	Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) <70% of the time.

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Educational Responsibilities 6. Train probation officers to serve as advocates for youth throughout their detainment and as they transition back to the community.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation: Directive #1270	Probation: Planning meetings have been held with Public Council to develop training modules for field probation staff on educational advocacy.	Additional training in educational advocacy for Probation officers is necessary.	Probation: Work with Public Council Law Firm to train field Probation officers on educational advocacy.	≥90% of transition probation officers have been trained to serve as advocates for youth.	70%-89% of transition probation officers have been trained to serve as advocates for youth.	<70% of transition probation officers have been trained to serve as advocates for youth.
Educational Responsibilities 7. Develop, implement, and continuously improve performance measurement systems to establish accountability for all participants in the educational system for youth in juvenile halls and camps. Establish a Research Advisory Committee that includes representatives from LACOE and Probation to advise both departments on improving the educational performance measurement system over time.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE and Probation: Research Advisory Committee Sign-in sheets and agendas Quarterly Status Updates	The Research Advisory Committee continues to meet monthly. Probation is represented on the committee.	None	LACOE and Probation: Continue to meet to prioritize and troubleshoot recommendations. Review the Quarterly Report Rubric and revise as necessary for the August 2013 to October 2013 report.	A Research Advisory Committee is in place and met at least monthly.	A Research Advisory Committee is in place and did not meet at least monthly.	A Research Advisory Committee is not in place.
Educational Assessment and Case Planning 8. Work with the Juvenile Court to ensure timely and comprehensive assessments of the criminogenic, educational, health, and mental health needs of youth in juvenile halls and camps as well as strength-based assessments of their interests and abilities. Utilize the educational checklists in the Bench Book for Education Issues in Dependency and Delinquency Courts to help do so. Revise the content of initial court reports on youth in juvenile camps to focus on assessment results and the integrated case plans, so that judicial officers have specific needs and objectives on which to base their camp orders.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Aftercare Committee agendas, sample files, and process workflows Multi-Disciplinary Team logs, minutes, samples, and follow-up forms	LACOE: LACOE continues to participate in, and follow through with, protocols developed in Aftercare Committee. Counselors to attend all initial and transition Multi-Disciplinary Team meetings. In July of 2013, LACOE created a new division, Pupil Support Services, to assist with Aftercare—e.g., Individual Learning Plans and Multi-Disciplinary Team meetings.	Cross-agency training on Aftercare has not yet been scheduled for LACOE, Probation, DMH, and DHS. An electronic information system does not exist for students' Aftercare case files.	LACOE: Hire and train new counselors for Aftercare, Individual Learning Plans, and Multi-Disciplinary Team processes in August and September of 2013. Implement the new Individual Learning Plan reporting module in EPIC by September of 2013.	≥90% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	70%-89% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	<70% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.

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Educational Assessment and Case Planning 9. Provide additional educational psychologists (either employees and/or contractors) for the camp Assessment Unit to conduct psychoeducational assessments of youth with suspected special education needs in a very timely manner. ** <i>Note.</i> Psychological assessments do not take place at the camp Assessment Units. Instead, when necessary or referred, students are assessed by educational psychologists at the halls and camps.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Psychologist workload template Time sampling data Psychologist caseload data	LACOE hired “leave replacement” psychologists to ensure all counseling services and assessments are completed in order to maintain compliance.	LACOE is working towards streamlining hiring procedures so temporary staff are in place in a timely manner.	LACOE: Continue to monitor caseload and workloads of the school psychologists. Develop a “pool” of substitutes school psychologist.	Staffing formulas exist to ensure adequate numbers of psychologist staff, and ≥90% of the positions filled. Leave replacement psychologists were hired on an as needed basis.	Staffing formulas exist to ensure adequate numbers of psychologist staff, and <90% of the positions filled. Leave replacement psychologists were hired on an as needed basis.	Staffing formulas do not exist to ensure adequate numbers of psychologist staff. Leave replacement psychologists were not hired on an as needed basis.
Educational Assessment and Case Planning 10. Work with the Juvenile Court to ensure timely development of an integrated case plan – including an individual learning plan for educational services – that is customized to address each student’s needs and responsivity issues. Revise the content of final court reports on youth in juvenile camps to focus on aftercare case plans and transition back to the community, so that judicial officers have specific needs and objectives on which to base the camp-to-community transition programs (CCTP) portion of their camp orders.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Aftercare Committee agendas, sample files, and process workflows Multi-Disciplinary Team logs, minutes, samples, and follow-up forms	LACOE: LACOE continues to participate in, and follow through with, protocols developed in Aftercare Committee. Counselors to attend all initial and transition Multi-Disciplinary Team meetings.	An electronic information system does not exist for students’ Aftercare case files.	LACOE: Hire and train new counselors for Aftercare, Individual Learning Plans, and Multi-Disciplinary Team processes in August and September of 2013. Implement the new Individual Learning Plan reporting module in EPIC by September of 2013.	≥90% of youth entering and exiting hall and camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	70%-89% of youth entering and exiting hall and camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	<70% of youth entering and exiting hall and camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.

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Educational Assessment and Case Planning 11. Integrate the camp-to-community transition programs of the Probation Department and LACOE (Assembly Bill 825), and prepare and train all staff including DMH and educational service providers to produce “meaningful” transitional plans that include: (a) strength-based assessments of youth educational and employment needs; (b) identification of needed community linkages and/or employment resources; (c) admission and/or re-enrollment into an appropriate educational pathway; (d) use of a “family conferencing” model; and (e) safe and positive community and living arrangements.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Aftercare Committee agendas, sample files, and process workflows Multi-Disciplinary Team logs, minutes, samples, and follow-up forms Individual Learning Plan completion and Multi-Disciplinary Team participation random audit – May 2013	Implementation of Individual Learning Plans at all hall and camp schools. Probation camp caseworkers are including the Individual Learning Plan form as part of the pre-release court report submitted to the court.	Cross-agency training on Aftercare has not yet been scheduled for LACOE, Probation, DMH, and DHS. An electronic information system does not exist for students’ Aftercare case files.	LACOE: Hire and train new counselors for Aftercare, Individual Learning Plans, and Multi-Disciplinary Team processes in August and September of 2013. Explore flexible hours for new counselors so they can also participate in Multi-Disciplinary Team meetings outside the instructional day. Implement the new Individual Learning Plan reporting module in EPIC by September of 2013. Continue to conduct random monthly audits to examine quality of Individual Learning Plans, including appropriateness of students’ goals.
Educational Assessment and Case Planning 12. Establish a comprehensive assessment center in which Probation, DMH and LACOE staff or contractors (a) conduct comprehensive assessments of criminogenic, educational, health, mental health, and parenting needs of youth ordered to camp and (b) develop initial case plans – including ILPs or IEPs for educational services – that are customized to address student needs and responsivity issues.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence Probation: 15-Point Assessment Summaries Movement Meeting agendas	A designee for the LACOE Camp Assessment Unit has been identified and trained for times when the Senior Program Specialist is absent.	None	LACOE and Probation: Continue to work collaboratively to improve processes and communication between agencies in the Camp Assessment Unit.
Educational Assessment and Case Planning 13. Develop process and assign responsibility for shadowing, mentoring, counseling, and tracking youth during and after their stays in juvenile halls and camps.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation:	None	Additional training on developing processes and assigning responsibility is necessary to reach full compliance in this area. There has not been a centralized process to account for each of the items in this recommendation.	Probation: Develop a clear and comprehensive system to ensure that all items of this recommendation are addressed. The Probation Education Reform Unit will continue to work with the new Bureau Chiefs and Directors on this recommendation.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of appropriate LACOE and Probation staff have been trained to produce “meaningful” transitional plans.	70%-89% of appropriate LACOE and Probation staff have been trained to produce “meaningful” transitional plans.	<70% of appropriate LACOE and Probation staff have been trained to produce “meaningful” transitional plans.
A comprehensive assessment center exists with LACOE, Probation, and Mental Health representatives.	A comprehensive assessment center exists, but missing one or more representatives (e.g., LACOE, Probation, and/or Mental Health).	A comprehensive assessment center does not exist.
Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in hall and camp schools exist.	Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in hall and camp schools exist but are not fully implemented.	Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in hall and camp schools does not exist.

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Educational Assessment and Case Planning 14. Utilize the new Dashboard Reporting System and Quality Assurances Services (QAS) staff and processes to help ensure that all youth in juvenile halls and camps receive (a) appropriate assessments of their criminogenic, health, mental health, and educational needs; (b) integrated case plans in a timely manner; and (c) treatment, education, and supervision services identified in their respective case plans. <i>**Note.</i> Probation no longer uses the Dashboard Reporting System.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation:	None	The Dashboard Reporting System is no longer in use given its limited capacity to address the needs of this recommendation. <i>Note:</i> The recommendation is partially compliant in spite of the absence of a central database, given that items a-c of the recommendation continues to be met.	Probation: Examine the feasibility of using the Dashboard Reporting System, or another system, to collect the data required for compliance in this recommendation. Explore the possibility of incorporating student information into LACOE's student information system, EPIC.	≥ 90% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.	70%-89% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.	< 70% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.
Educational Assessment and Case Planning 15. Replicate the electronic data exchange (EDE) process/system which was recently implemented between LACOE and LAUSD, among other school districts within the County and the juvenile halls and camps to ensure timely transfer of school records both to and from juvenile camps and schools in the community. Explore expansion of the system to include tracking of educational performance after youth return from juvenile halls and camps to community schools to determine whether EBP treatment and educational services are successful over the long run.	LACOE	Current Report Status: Partially Compliant Previous Report Status: Noncompliant	Evidence LACOE: The Electronic Data Exchange System is activated with LACOE and LAUSD All counselors are notified of classes and are informed of the arrival of transcripts and IEPs	The most recent class list for each LAUSD student is provided to counselors within 48 hours of the student's arrival. The majority of transcripts (55%) are available within 10 days of enrollment.	The Special Education database, Welligent, is inaccessible for former students of LAUSD who have transferred to LAUSD.	LACOE: Train special education administrators and psychologists to use Welligent.	Replicated electronic data exchange (EDE) process in at least three of the five largest feeder school districts in Los Angeles County.	Replicated electronic data exchange (EDE) process in at least one of the five largest feeder school districts in Los Angeles County.	Replicated electronic data exchange (EDE) process in none of the five largest feeder school districts in Los Angeles County.
Educational Assessment and Case Planning 16. Contract with educational consultants to help probation officers in the area offices assist youth receive services (including special education), ensure immediate enrollment upon release from camp, provide immediate assistance for suspended or expelled youth, and provide related training to area office staff.	Probation	Current Report Status: Partially Compliant Previous Report Status: Noncompliant	Current Evidence Probation: Meeting Notes	Probation: Planning meetings have been held with Public Council to develop training modules for field probation staff on educational advocacy.	None	Probation: Work with Public Council Law Firm to train field Probation officers on educational advocacy.	Probation has contracted with educational consultants.	Probation is in the process of contracting with educational consultants.	Probation has not, and is not in the process, of contracting with educational consultants.

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Educational Assessment and Case Planning 17. Develop and implement a process for the Camp Assessment Unit to provide feedback to LACOE and applicable school districts regarding the results of comprehensive assessments of youth detained in juvenile hall or ordered to camp, so such organizations can reexamine and improve their own processes for assessing the health, mental health and educational needs (including specific learning disabilities and other special education needs) of their students. **Note. LACOE’s Student File Center will responsible for forwarding students’ Individual Learning Plans (which include the results of comprehensive assessments) to the requesting districts.	LACOE	Current Report Status: Compliant Previous Report Status: Noncompliant	Current Evidence LACOE: The Camp Assessment Unit submits information daily to assist with camp and course placement, as well as material to assist with the development of Individual Learning Plan goals	LACOE is providing information in a timely manner to assist the Camp Assessment Unit with student placement. A designee for the LACOE Camp Assessment Unit has been identified and trained for times when the Senior Program Specialist is absent.	All counselors and support staff need to be trained to scan the Individual Learning Plans into EPIC. Transcripts are being sent districts in a timely manner upon request, and the Individual Learning Plans are currently not sent.	LACOE: Work with EPIC staff to identify where the Individual Learning Plan will be located in the student information system. Train all counselors and support staff on scanning Individual Learning Plans into EPIC. Work with the Student File Center staff to include Individual Learning Plans with transcript requests.	Individual Learning Plans are sent to the district within ten days ≥90% of the time. ≥90% of the youth released from camp schools leave with unofficial copies of their transcripts and Individual Learning Plans.	Individual Learning Plans are sent to the district within ten days 70%-89% of the time. 70%-89% of the youth released from camp schools leave with unofficial copies of their transcripts and Individual Learning Plans.	Individual Learning Plans are sent to the district within ten days <70% of the time. <70% of the youth released from camp schools leave with unofficial copies of their transcripts and Individual Learning Plans.
Instructional Program, Delivery and Materials 18. Provide all students with access to four instructional pathways leading either to a high school diploma, a GED certificate, a vocational education certificate, and/or college preparation.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Carl Perkins Advisory Committee Meeting Agenda, Minutes, and Sign In Sheet Career Technical Education program lists at each of the sites Probation and LACOE meeting calendars with the Director of Public Works	LACOE continues to expand Career Technical Education and Vocational Education Programs at the Camps and the Halls. In July of 2013, LACOE added staff to support the expansion of CTE and vocational education at camp and hall schools.	Not all sites have CTE hard skills or soft skills programs.	LACOE: Open Paxton Patterson Building Skills program at Munz. Select and build 6-8 additional CTE programs at designated camp and hall schools by June of 2014. Implement APEX Credit Recovery at camps and hall schools by October of 2013. LACOE and Probation: Continue working with the Director of Public Works to pilot a partnership that includes mentorship, internship, and	≥90% of the camp and hall schools offer the four instructional pathways.	70%-89% of the camp and hall schools offer the four instructional pathways.	<70% of the camp and hall schools offer the four instructional pathways.

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Instructional Program, Delivery and Materials 19. Redesign the JCS curriculum to capitalize on integrated use of instructional minutes. Deliver the instructional program in a comprehensive, coordinated, collaborative way to more effectively use the school day as well as after school/weekend hours.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Two year Common Core State Standards implementation plan Common Core training sign in sheets and agendas Common Core State Standards English and math curriculums for Intersession Common Core State Standards English curriculum for the first quarter of the 2013-2014 school year Assembly Bill 631	LACOE staff has been trained on Common Core State Standards. Common Core State Standards English and mathematics curriculums were developed. . LACOE supported Assembly Bill 631 which allows for additional english and mathematics for students enrolled in juvenile court schools.	New teachers and administrators have not all participated in the Common Core State Standards trainings.	LACOE: Develop a comprehensive Education Programs Common Core Plan by October of 2013. Continue training teachers and administrators on Common Core State Standards. Explore the redesigning of master schedules to reflect additional English and mathematics courses, as allowed with the passage of Assembly Bill 631. LACOE and Probation: Expand Freedom Schools program during the 2014 Summer Intersession.	The Juvenile Court School (JCS) curriculum has been redesigned to capitalize on integrated use of instructional minutes. ≥ 90% of randomly sampled classrooms implement the redesigned curriculum with fidelity.	The Juvenile Court School (JCS) curriculum has been redesigned to capitalize on integrated use of instructional minutes. 70%-89% of randomly sampled classrooms implement the redesigned curriculum with fidelity.	The Juvenile Court School (JCS) curriculum has not been redesigned to capitalize on integrated use of instructional minutes. <i>and/or</i> < 70% of randomly sampled classrooms implement the redesigned curriculum with fidelity.
Instructional Program, Delivery and Materials 20. Implement a plan to coordinate camp curriculum, the use of instructional materials and resources so that youth transferring from site to site do not miss instruction and are able to experience continuity to their instructional program. Reduce the amount of student instructional time lost due to interruptions, missing class, arriving late, or being removed from class due to behavior problems and attending medical, dental, and court appointments; and other reasons as determined by Probation.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Absence Analysis summary Freedom Schools schedules, curriculum, assessment data, and media coverage.	The average daily attendance at camps schools is 93.34%. A list of absence reasons has been finalized and will be distributed as soon as the codes have been added to EPIC. LACOE piloted Freedom Schools in July and August of 2013. Most students who participated increased in reading, as measured by a pre- and post-tests.	Implementation of the absence codes and the summary report of absence reasons may be delayed due to the development of class-period schedule module in EPIC.	LACOE and Probation: Implement and provide training on the absence codes and the summary reports. Standardize programs offered in Extended Learning Opportunity by September of 2013. Explore options to expand Freedom Schools program during the 2014 Summer Intersession. Textbook sufficiency report to the Board of Education in August of 2013.	The Juvenile Court School (JCS) curriculum has been redesigned and ≥ 90% of randomly sampled classrooms implement the redesigned curriculum with fidelity. ≥ 90% of the camp and hall schools are textbook sufficient per Education Code. ≥ 90% of the youth are not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.	The Juvenile Court School (JCS) curriculum has been redesigned, and 70%-89% of randomly sampled classrooms implement the redesigned curriculum with fidelity. 70%-89% of the camp and hall schools are textbook sufficient per Education Code. 70%-89% of the youth are not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.	The Juvenile Court School (JCS) curriculum has (or has not) been redesigned, and < 70% of randomly sampled classrooms implement the redesigned curriculum with fidelity. < 70% of the camp and hall schools are textbook sufficient per Education Code. < 70% of the youth are not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.

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Instructional Program, Delivery and Materials 21. Train teachers in developing and delivering thematic, collaborative, project- and problem-based, experiential types of lessons.	LACOE	Current Report Status: Partially Compliant Previous Report Status: Noncompliant	Current Evidence LACOE: Road To Success Academies grant application, completed applications, sign-in sheets, and funding amounts. Freedom Schools schedules, curriculum, assessment data, and media coverage.	Three LACOE schools were awarded the Road To Success Academies grant, and three were awarded conditional grants. Hired a LACOE Director to oversee the Road To Success Academies initiative. LACOE piloted Freedom Schools in July and August of 2013. Most students who participated increased in reading, as measured by a pre- and post-tests.	Not all schools have met the expected Core Educational Program to institute the practices outlined in the Road To Success Academies grant application.	LACOE: Begin planning with Road To Success Academies grant awardees. Continue working with the Core Educational Program with schools that were the “Conditional” Road To Success Academies grant. Explore the redesigning of master schedules to reflect additional English and mathematics courses, as allowed with the passage of Assembly Bill 631. Continue developing pacing guides, curriculum, and formative assessments aligned with Common Core State Standards in English and mathematics.	≥ 90% of the LACOE teachers have been trained to develop and deliver thematic, project-based lessons.	70%-89% of the LACOE teachers have been trained to develop and deliver thematic, project-based lessons.	< 70% of the LACOE teachers have been trained to develop and deliver thematic, project-based lessons.
Instructional Program, Delivery and Materials 22. Develop budget proposals to pilot several new instructional delivery models in the juvenile halls and camps as well as in the community, specifically: <ul style="list-style-type: none">Establishing pilot charter schools at two camps – one dependent charter school for girls and one independent charter school for boys.Partnering with neighborhood public schools to create a place for youth returning from juvenile camps to continue in a consistent instructional environment. Partnering with one or more of the 40 WorkSource/One-Stop Centers throughout Los Angeles County to provide CTE/VE in conjunction with academic and pre-apprenticeship programs in camps and apprenticeships and/or jobs in the community.	LACOE	Current Report Status: Noncompliant Previous Report Status: Noncompliant	Current Evidence LACOE: Road To Success Academies grant application, completed applications, sign-in sheets, and funding amounts.	Three LACOE schools were awarded the Road To Success Academies grant, and three were awarded conditional grants. Hired a LACOE Director to oversee the Road To Success Academies initiative. Conducted training for principals and site teams to transition to block schedules, which is conducive to thematic, collaborative, project-based lessons.	LACOE has not begun monitoring youth’s transition to their Individual Learning Plan educational pathway designation.	LACOE: Begin planning with Road To Success Academies grant awardees. Continue working with the Core Educational Program with schools that were the “Conditional” Road To Success Academies grant. Explore the redesigning of master schedules to reflect additional English and mathematics courses, as allowed with the passage of Assembly Bill 631. Hire and train new counselors to monitor youth’s transition to their Individual Learning Plan educational pathway designation.	A pilot look-alike charter school exists at two camp schools—one charter look-alike school for girls at one camp school and one for boys at another camp school. ≥ 90% of the youth released from camp schools successfully transition to their Individual Learning Plan educational pathway designation.	Only one pilot look-alike charter school exists. 70%-89 of the youth released from camp schools successfully transition to their Individual Learning Plan educational pathway designation.	A pilot look-alike charter school does not exist. < 70% of the youth released from camp schools successfully transition to their Individual Learning Plan educational pathway designation.

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Special Education 23. Ensure that the educational service providers are providing a full continuum of services and placements (e.g., resource specialists, special day classes, etc.) required under State law and based on an Individual Educational Program, regardless of whether or not youth attended a public school before they were detained, ordered to camp, or released into the community. For pupils who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Non-public school (NPS) data from the Camp Assessment Unit Probation: The Camp Assessment Unit continues to provide this important data to the Probation Department who then reports it to the courts. Meetings have been held between LACOE, Probation, LAUSD, and Non Public School providers to help transition students from our programs back to their districts.	LACOE and Probation:	None	LACOE and Probation: Continue to monitor the delivery of services in the least restrictive environment for special education students in the hall and camp schools.	Both of the following are present: A full continuum of services and placements required under State law and based on an Individual Educational Program are provided. Students who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	At least one of the following are present: A full continuum of services and placements required under State law and based on an Individual Educational Program are provided. Students who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	Neither of the following are present: A full continuum of services and placements required under State law and based on an Individual Educational Program are provided. Students who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.
Special Education 24. Ensure that educational service providers are appropriately supporting special education students with behavioral problems by (a) conducting functional analysis assessments as required by law and (b) developing positive behavioral intervention plans consistent with the Hughes Bill. Emphasize the importance of keeping these youth in their high schools (rather than referring them out) and having counseling conference between school officials and parents/caregivers (rather than through probation officers) wherever possible.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Data reflecting the percentage of students receiving behavior support through Behavior Support Plans (BSP), and behavior goals as well as DIS Counseling services from LACOE School Psychologists	LACOE continues to support a high percentage of students needing positive behavior support as indicated in their IEP. This is completed through the IEP teams developing behavior support plans, behavior goals and approving counseling services.	None	LACOE: Continue development of the service delivery module in EPIC to automate monitoring of service delivered verses service required as stipulated in the students Individual Education Plan related to behavior support.	≥ 90% of the special education students with behavioral problems requiring support services are receiving those supports as required by their Individual Education Plan (IEP).	70%-89% of the special education students with behavioral problems requiring support services are receiving those supports as required by their Individual Education Plan (IEP).	< 70% of the special education students with behavioral problems requiring support services are receiving those supports as required by their Individual Education Plan (IEP).
Special Education 25. Train probation officers both in camps and the community on special education and how to advocate for youth with IEPs, where necessary, so educational service providers can improve matching special education students with appropriate services before they enter juvenile halls and camps and when they transition back to the community.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation:	Probation: Planning meetings have been held with Public Council to develop training modules for field probation staff on educational advocacy	None	Probation: Work with Public Council Law Firm to train field Probation officers on educational advocacy.	≥ 90% of probation officers, both in camp schools and the community, have been trained in special education and how to advocate for youth with Individualized Education Plans (IEPs).	70%-89% of probation officers, both in camp schools and the community, have been trained in special education and how to advocate for youth with Individualized Education Plans (IEPs).	< 70% of probation officers, both in camp schools and the community, have been trained in special education and how to advocate for youth with Individualized Education Plans (IEPs).

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Programming for After-School Hours and Weekends 26. Restructure camp and classroom schedules so there is more time for (a) individual program treatment; (b) homework, tutoring, and educational enrichment; and (c) other activities (aligned with youths’ individual case plans) before or after class and on weekends.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Freedom Schools schedules, curriculum, assessment data, and media coverage. Current Evidence Probation: Daily schedules for hall and camp schools	LACOE piloted Freedom Schools in July and August of 2013. Most students who participated increased in reading, as measured by a pre- and post-tests.	None	LACOE: Standardize programs offered in Extended Learning Opportunity by September of 2013. Explore options to expand Freedom Schools program during the 2014 Summer Intersession.	≥ 90% of the camp schools and classrooms schedules have been restructured.	70%-89% of the camp schools and classrooms schedules have been restructured.	< 70% of the camp schools and classrooms schedules have been restructured.
Educational Facilities, Classroom Space, Staffing and Funding 27. Maximize utilization of existing dedicated classroom space, including space currently being used for LACOE storage, as appropriate. Assess specific needs for additional classroom space by site and develop an implementation plan.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE and Probation: Site facility plans	LACOE and Probation continuously assess current classroom space to expand programs.	None	LACOE and Probation: Open Paxton Patterson Building Skills program at Munz. Select and build 6-8 additional CTE programs at designated camp and hall schools by June of 2014. Implement APEX Credit Recovery at camps and hall schools by October of 2013.	≥ 90% of the classroom space, where necessary, is available for instructional use. Camp and hall schools needing additional classroom space did assess for specific needs and developed an implementation plan.	70%-89% of the classroom space, where necessary, is available for instructional use. Camp and hall schools needing additional classroom space did assess for specific needs and developed an implementation plan.	< 70% of the classroom space, where necessary, is available for instructional use. Camp and hall schools needing additional classroom space did assess for specific needs and developed an implementation plan.
Educational Facilities, Classroom Space, Staffing and Funding 28. Utilize CEO/DPW report on camp reconfiguration to identify opportunities for establishing vocational education shops in juvenile camps; develop budget proposals to develop such space. <i>**Note.</i> The original CEO/DPW report was issued and complied with. Probation Senior Director of School Services and LACOE Division Director visit all probation camps no less than quarterly to identify potential vocational classroom space.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	None	LACOE’s Division Director and Probation’s Senior Director of School Services visit sites together on a regular basis. LACOE set aside monies to build 6-8 additional CTE programs at designated camp and hall schools.	None	LACOE and Probation: Open Paxton Patterson Building Skills program at Munz. Select and build 6-8 additional CTE programs at designated camp and hall schools by June of 2014. Implement APEX Credit Recovery at camps and hall schools by October of 2013.	LACOE’s Division Director and Probation’s Senior Director of School Services visited all Probation halls and camp schools quarterly to identify potential vocational classroom space. As additional space is identified, LACOE and Probation worked together to develop a budget to utilize the space.	N/A	LACOE’s Division Director and Probation’s Senior Director of School Services did not visit all Probation halls and camp schools quarterly to identify potential vocational classroom space.

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Educational Facilities, Classroom Space, Staffing and Funding 29. Establish standards for the quantity and quality of instructional materials, equipment and technology in each classroom. Establish a capital budget to fund implementation over a three-year period.	LACOE	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Site bandwidth report	All sites have either been upgraded in terms of bandwidth or will be in the near future. Eleven sites enjoy Metro E high-speed internet connections and two sites have access to four T1 lines. Beginning July of 2013, three full-time Technology Consultants will be joining supporting all camp and hall schools.	Not all sites have the fastest networks available to deliver digital content in terms of on line course, credit recovery, intervention or supplemental programs.	LACOE: Continue to work with Information Technology Office and Probation to ensure that all sites have sufficient bandwidth. Develop standards for quantity and quality of technology and equipment purchases by October 2013.	Standards for the quality of instructional materials exist, and ≥90% of the materials meet the standards set forth. Standards for the quantity and quality of technology/equipment exist, and ≥90% of the classrooms meet standards set forth. A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment and technology exists.	Standards for the quality of instructional materials exist, and 70%-89% of the materials meet the standards set forth. Standards for the quantity and quality of technology/equipment exist, and 70%-89% of the classrooms meet standards set forth. A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment and technology exists.	Standards for the quality of instructional materials exist, and <70% of the materials meet the standards set forth. Standards for the quantity and quality of technology/equipment exist, and <70% of the classrooms meet standards set forth. A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment and technology does not exist.
Educational Facilities, Classroom Space, Staffing and Funding 30. Develop an educational staffing plan to ensure that there are adequate numbers of teaching, special education, assessment, counseling, and psychologist staff to meet the needs of youth in halls and camps.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Staffing ratios and site staffing profiles Educational Programs internal audit conducted by the Division of Internal Audit & Analysis	A staffing formula has been in place since July of 2012 and was used to determine staffing. LACOE's Superintendent directed the Division of Internal Audit & Analysis to conduct a complete audit of the processes and programs offered at the camp and hall schools.	None	LACOE: Determine implementation plans for each of the recommendations outlined in the audit conducted by the Division of Internal Audit & Analysis.	Staffing formulas exist to ensure adequate numbers of staff to meet the needs of youth and ≥90% of the positions are filled.	Staffing formulas exist to ensure adequate numbers of staff to meet the needs of youth, and <90% of the positions are filled	Staffing formulas does not exist to ensure adequate numbers of staff to meet the needs of youth in the juvenile halls and camps.
Educational Facilities, Classroom Space, Staffing and Funding 31. Develop and implement a training plan to ensure that all LACOE instructional staff are appropriately trained in evidence-based practices (EBP) principles and staff skills, such as Core Correctional Practices and Motivational Interviewing. <i>**Note.</i> The use of Core Correctional Practices and Motivational Interviewing have been replaced with the Behavior Management Program model.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Sign-in sheets and agendas	LACOE staffs at the camp schools were trained in the Behavior Management Program model.	New staff have been hired or reassigned and need to be trained in the Behavior Management Program model.	LACOE and Probation: Schedule trainings for LACOE staff hired or reassigned after April of 2013.	≥90% of the instructional staff has been trained in the Behavior Management Program model.	70%-89% of the instructional staff has been trained in the Behavior Management Program model.	<70% of the instructional staff has been trained in the Behavior Management Program model.

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Educational Facilities, Classroom Space, Staffing and Funding 32. Develop a three-year financial plan of revenues and expenditures for educational services in the juvenile halls and camps. Ensure adequate funding levels to support LACOE’s implementation of the three-year plan.	LACOE	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Listing of projects and funding sources	A three-year financial plan of revenues and expenditures for educational services in the hall and camp schools exists and is current.	None	LACOE and Probation: Discuss 2013-2014 fiscal year budget priorities.	A three-year financial plan of revenues and expenditures for educational services exists, and is current. Adequate funding levels are available to support implementation.	A three-year financial plan of revenues and expenditures for educational services exists, and is current. Adequate funding levels are not available to support implementation.	A three-year financial plan of revenues and expenditures for educational services does not exist.
Educational Facilities, Classroom Space, Staffing and Funding 33. Seek state legislation to revamp the current JCS funding model, which is based on average daily attendance (ADA), to one that (a) is based on a residential service delivery model, (b) reflects the locations of the juvenile halls and camps throughout the County, and (c) fully funds educational services, particularly special education services, that students are legally entitled to receive.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	None	LACOE recently submitted a recommendation to reintroduce a bill that revamps the JCS funding model.	LACOE, in partnership with other county offices of education, was previously unsuccessful in its efforts to move the state to revamp the funding model.	LACOE: Continue to advocate for revamping the current JCS funding model.	LACOE has sought State legislation to revamp the current Juvenile Court School (JCS) funding model.	N/A	LACOE has not sought State legislation to revamp the current Juvenile Court School (JCS) funding model.
Quality Assurance and Program Evaluation 34. Utilize the four (4) educational outcomes and eight (8) educational performance indicators proposed by the Probation Department for approval by the Board of Supervisors as the starting point for evaluating educational programs and contracts with educational service providers (not teachers). Expect these indicators to change over time based on lessons learned, and actively seek advice from the best researchers in Los Angeles County and beyond to help “grow” the performance measurement system quickly. **Note. LACOE in not currently using four (4) educational outcomes and eight (8) educational performance indicators to evaluate educational programs.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Program Monitoring and Evaluation: <i>Matrix of Findings & Recommendations</i> presented to LACOE Board of Education	Four instructional coaches will be hired to help oversee, monitor, and implement LACOE assessment, intervention, and supplemental programs.	Some sites are not fully implementing assessment, intervention, and supplemental programs.	LACOE and Probation: Provide quarterly status updates to the Board of Education on the progress of the recommendations stemming from the Program Monitoring and Evaluation process. Hire additional staffing (e.g., instructional coaches) to help implement and monitor LACOE assessment, intervention, and supplemental programs.	The four (4) educational outcomes and eight (8) educational performance indicators are being used as a starting point for evaluating educational programs and contracts with educational service providers (not teachers).	N/A	The four (4) educational outcomes and eight (8) educational performance indicators are not being used as a starting point for evaluating educational programs and contracts with educational service providers (not teachers).

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Quality Assurance and Program Evaluation 35. Amend the Probation Department’s memorandum of understanding with LACOE and any existing and future contracts with educational service providers to require monthly or quarterly reporting of the prescribed educational outcomes and performance indicators.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE and Probation: MOUs	The Probation Department’s MOUs with LACOE and other educational service providers amended. <i>Note.</i> No additional MOUs were added during this reporting period.	None	LACOE and Probation: Revisit the MOU concerning LACOE staff lockouts.	The Probation Department’s existing and recent memorandums of understanding with LACOE and other educational service providers have been amended.	N/A	The Probation Department’s existing and recent memorandums of understanding with LACOE and other educational service providers have not been amended.

PRIORITIES OVER THE NEXT FEW MONTHS

As the lead agencies spearheading the education reform effort, the Los Angeles County Office of Education (LACOE) and the Los Angeles County Probation Department (Probation) remain committed to this endeavor and will continue to focus on the following priorities over the next few months:

1. Road To Success Academies (RTSA)

LACOE is committed to systematically replicate many of the successful practices currently in place at Scott/Scudder and McAuliffe. A RTSA Grant has been developed to incentivize schools to pursue the implementation of a RTSA at their particular schools within a two-year timetable. Participating schools will have the opportunity to fully implement a RTSA within a two-year period, beginning in the 2013-2014 school year. The long-term plan is to have every hall and camp school become a RTSA within the next four to five years. Each school will be responsible for implementing the following five elements of a RTSA:

Five Elements of RTSA

1. Core Educational Program
2. T.I.P.
 - a. Thematic Instructional Framework
 - b. Interdisciplinary Curriculum
 - c. Project-Based Learning
3. Embedded instructional community partnerships to enhance curriculum
4. Pathways to higher education
5. Instructional and leadership coaching

A total of six schools applied for the RTSA Grant. A committee comprised of teachers, site administrators, and division office staff thoroughly evaluated each of the six applications on June 24, 2013. Three schools, based on a detailed rubric and interviews with site staff, were approved for the two-year grant (McAuliffe, Gonzales, and Central). The three other schools were approved for a three-year conditional grant (Munz/Mendenhall, Miller, and Los Padrinos). These latter schools will receive a reduced portion of the requested budget amount, with the stipulation that these funds be spent in year one of three to strengthen the school's core instructional program. During the subsequent two years, the schools will focus on implementing a RTSA.

LACOE has hired a Director, whose primary responsibility will be to oversee the implementation of the RTSA at all participating schools.

2. Aftercare

LACOE, Probation, Department of Mental Health, and Department of Health Services will continue to work collaboratively through Supervisor Molina's Aftercare Planning Committee to provide practical, comprehensive case plans for all youth. LACOE has been working diligently to successfully implement the Individualized Learning Plan (ILP), as well as all other components for the Aftercare processes. In August, LACOE hired 13 additional school counselors to help meet the comprehensive Aftercare objectives. Lastly, the ILP module in EPIC has been fully implemented, with additional counselor trainings on the module scheduled for early September.

3. Freedom Schools

Two schools (Afflerbaugh and Miller) had the opportunity pilot the Freedom Schools program between June 24, 2013 and July 26, 2013. All participating staff members received the required program training, including training on the material curriculum and training on the unique strategies embedded throughout the program. The overall success of the program, based on both qualitative and quantitative data, generated interest and commendations from several media outlets, including those below.

- *Los Angeles Times*
- United States Secretary of Education Arne Duncan tweeted about *Los Angeles Times* story
- KMEX-Channel 34/Univision
- Supervisor Mark Ridley-Thomas' web story

LACOE has formed a committee, including LACOE and staff from other agencies, to begin planning for the expansion of the Freedom Schools program to additional schools during the summer of 2014. The committee will work collaboratively to select schools, revise curriculum, and plan for future training. Schools participating in the RTSA program will likely participate in the Freedom Schools program.

CASEY A. SETTLEMENT AGREEMENT UPDATE

The Technical, Compliance, and Advisory (TCA) Team visited McAuliffe several times during the distinct reporting period and provided updates on the Action Plan in the following 13 areas:

Area 1. Administration, Leadership and Management

The TCA team continues to provide positive feedback in the area of Administration, Leadership and Management. LACOE hired a replacement principal for McAuliffe beginning April 26, 2013. A comprehensive plan has been followed to ensure sustainability of progress during the administrative transition.

Area 2. Data Management

A user-friendly system has been developed in our student information system, EPIC, to provide LACOE administration and teachers the data to drive instructional planning and delivery. The McAuliffe staff has integrated this new data analysis system into their professional development and instructional planning.

Area 3. Instruction

McAuliffe was one of three LACOE schools to be awarded a significant amount of money through an internal, competitive multi-year grant intended to assist schools in pursuing *Road To Success Academies* certification. These funds will be used to improve the quality of educational programs at McAuliffe. *Road To Success Academies* certification will be granted to schools that successfully implement each of the Five Elements of *Road To Success Academies* listed below:

Five Elements of Road To Success Academies

1. Core Educational Program
2. T.I.P.
 - a. Thematic Instructional Framework
 - Social-emotional focus
 - b. Interdisciplinary Curriculum
 - Teachers planning collaboratively
 - c. Project-Based Learning
 - Focus on depth over breadth
3. Embedded instructional community partnerships to enhance curriculum
4. Pathways to higher education
5. Instructional and leadership coaching

In addition, LACOE has established explicit targets and expectations around classroom instruction for McAuliffe, which will be an integral part of the formal evaluation of the McAuliffe administrative team throughout the 2013-2014 school year.

Area 4. Literacy

The Literacy component of the Action Plan continues to be in substantial compliance. There are dedicated reading times during the school day in the living units, as well as during classroom visits to the library. Also, students continue to participate in monthly themed writing and art contests and e-reader clubs. In the after school program, Operation Read staff uses Achieve3000

as part of its curriculum and directs two of the Kindle clubs at McAuliffe. Probation has purchased \$18,000 of books to enhance the student dormitory libraries.

Area 5. Positive Behavior Support

The Positive Behavior Interventions and Supports (PBIS) component of the Action Plan continues to be in substantial compliance. McAuliffe staff will continue to focus on interventions for students in need of more intensive behavioral support. For instance, there was a slight spike in behavioral referrals at McAuliffe during the summer months due to the planned increase in substitute teachers. LACOE and Probation continue to collaborate regularly to discuss referral and suspension data, as well as to discuss strategies to further implement PBIS. McAuliffe has extended their work with the University of Oregon and PBIS expert Dr. Jeffrey Sprague through the end of 2014.

Area 6. Special Education

The Special Education component of the Action Plan continues to be in full compliance. Special Education services are provided to students by utilizing a collaborative approach that ensures services to assist students in gaining access to, and making progress in, the general education curriculum. Teachers are working collaboratively to develop aligned lesson plans, as special education staff members are critical members of each teacher team. Individualized Education Programs (IEPs) are held in a timely manner and compliance is one of continued effectiveness.

Area 7. Career and Technical Education

Career and Technical Education (CTE) enrollment has shown a significant improvement from a 66% student participation rate to greater than 90% student participation over the past school year. The current vocational education offerings include: Landscaping, Building Skills, Culinary Arts, Industry recognized Occupational Safety and Health Administration (OSHA) and ServSafe certification, AdvancePath career and college preparation, and college courses through Los Angeles Mission College. LACOE is in the process of expanding credit recovery program via APEX Learning. This will be in addition to the already successful credit recovery program AdvancePath. Also, with the support of Probation, 45 students participated in taking the community college entrance exam. The hosting college commended the McAuliffe students for their conduct and behavior during the exam.

Area 8. Special Activities

The Special Activities component of the Action Plan continues to be in substantial compliance. LACOE and Probation continue to emphasize incentive programs that enhance student behavior, success, and morale. Positive data has been collected by LACOE and Probation that indicate high quality incentive programs continue to significantly reduce student behavior problems.

Area 9. Transition and Aftercare

The Transition and Aftercare component of the Action Plan area continues to be in substantial compliance. The Individual Learning Plan (ILP) dashboard in EPIC, which is a major component in Supervisor Molina's Probation Aftercare file initiative, is on target to take effect September 1, 2013. In addition, the partnership with Antelope Valley Youth Build program continues to thrive. The Camp to Community Transition Protocol (CCTP) has been implemented and is in use.

Area 10. Partnership

The Partnership component of the Action Plan continues to be in substantial compliance. One partnership in particular, “It’s Time 4 Kids,” has been a valuable and critical piece of PBIS. Community partner meetings are held on a regular basis to promote community participation at the school.

Area 11. Safety and Crisis Management

The Safety and Crisis Management component of the Action Plan continues to be in substantial compliance. McAuliffe continues to implement a safety program for contraband in cooperation with Probation staff. Probation continues to implement a safety and security check of all people coming into the facility, including staff.

Area 12. Discipline and SHU

The Discipline and Special Housing Unit (SHU) component of the Action Plan has been placed into substantial compliance by the TCA monitors. LACOE, together with Probation, continues to work closely in monitoring that students in the SHU receive appropriate educational services. In July, the SHU policy was revised to ensure minors were not inappropriately placed in the SHU for any reason, including being placed there for behavior management purposes. Within the new SHU policy, minors’ behaviors and criterion for their placements are to be accurately documented. Timelines have been set as to how often minors are observed and new guidelines have been instituted to address behaviors that continue even after all other interventions have been attempted. This new policy has been issued to all appropriate stakeholders and is currently implemented.

Area 13. Sustainability and Quality Assurance

Sustainability and quality assurance continue to be integrated in the day-to-day operations of the education program. Both LACOE and Probation have submitted their Sustainability Plans to the TCA team. These plans will be reviewed, revised if necessary, and submitted in the upcoming months.



Los Angeles County Office of Education

Leading Educators ▪ Supporting Students ▪ Serving Communities

December 10, 2013

Arturo Delgado, Ed.D.
Superintendent

Los Angeles County
Board of Education

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To: Supervisor Don Knabe, Chair
Supervisor Gloria Molina
Supervisor Mark Ridley-Thomas
Supervisor Zev Yaroslavsky
Supervisor Michael D. Antonovich

From: Arturo Delgado, Ed.D.
Superintendent

AD

Subject: Comprehensive Educational Reform Implementation in Juvenile Halls
and Camps - Seventh LACOE Report (August 2013 to October 2013)

On November 29, 2011, the County of Los Angeles Board of Supervisors instructed the LACOE Superintendent to oversee the education reform endeavor, which includes chairing the existing Comprehensive Education Reform Committee that was created in 2007. In addition to this directive, the Board of Supervisors instructed the LACOE Superintendent to take over the responsibility of submitting quarterly implementation status reports on the proposed projects, as well as the status of the 35 education reform recommendations.

Pursuant to the November 29, 2011, motion, this is the seventh LACOE report on education reform covering August 2013 through October 2013 activity. During this reporting period, LACOE and the Los Angeles County Probation Department (Probation) worked collaboratively to implement the 35 education reform recommendations.

The report format includes the following three documents:

1. *Quarterly Report (August 2013 to October 2013)*. This document communicates compliance standing, areas of strength or concern, evidence, and next steps for each of the 35 recommendations for the distinct reporting period. Also included in the *Quarterly Report* is the compliance rubric that explicitly delineates both quantitative and qualitative expectations related to each of the 35 recommendations.
2. *Priorities over the Next Few Months*. This document summarizes the primary areas of focus for the upcoming quarter.
3. *Casey A. Settlement Agreement Update*. This document summarizes the progress made in each of the 13 areas outlined in the settlement agreement.

Board of Supervisors
December 10, 2013
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Please contact me if you have any questions or if additional information is necessary. Your staff may also contact Dr. Cuauhtémoc Avila, Assistant Superintendent, Educational Programs, at 562.803.8301, or Mr. Jesús Corral, Probation Senior Director of Education Services, at 562.400.9608.

AD/CA/DM:sb
Attachments

cc: Jerry Powers, Chief, Los Angeles County Department of Probation
Honorable Michael Nash, Presiding Judge, Juvenile Court
Sachi A. Hamai, Executive Officer, Board of Supervisors
William T Fujioka, Chief Executive Officer
Georgia Mattera, Public Safety, Chief Executive Office
John Krattli, County Counsel
David Sommers, Public Information Officer, Chief Executive Office
Comprehensive Educational Reform Committee
Children's, Education, and Justice Deputies

LOS ANGELES COUNTY OFFICE OF EDUCATION/LOS ANGELES COUNTY PROBATION DEPARTMENT
COMPREHENSIVE EDUCATIONAL REFORM RECOMMENDATIONS
QUARTERLY REPORT (AUGUST 2013 TO OCTOBER 2013)

QUARTERLY STATUS							RUBRIC		
RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS	FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Educational Responsibilities 1. Recruit and hire a Director of School Services to serve as a senior staff advisor to the Chief Probation Officer on education matters and to serve as the Department’s chief liaison in working with LACOE management and staff in implementing comprehensive educational reform in the juvenile halls and camps.	Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence Probation: Personnel Record	Position filled in July of 2012.	None	None	Probation recruited and hired a Director of School Services.	The Probation Director of School Services position is vacant and Probation is in the hiring process.	The Probation Director of School Services position is vacant and Probation is not in the hiring process.
Educational Responsibilities 2. Implement the use of multi-disciplinary teams to conduct comprehensive assessments of youth with the participation of the Juvenile Court; parents, other caregivers, or surrogates; educational service providers; and Probation.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Multi-Disciplinary Team logs Multi-Disciplinary Team minutes and samples Individual Learning Plan completion and Multi-Disciplinary Team participation Updated camp Multi-Disciplinary Team coordinators and counselors contact roster LACOE monthly Multi-Disciplinary Team follow-up forms	LACOE: Hired 13 new Support Counselors. Implementation of Individual Learning Plans at all hall and camp schools. Continue to enhance the Individual Learning Plan module in EPIC. Academic Counselors to attend all initial Multi-Disciplinary Team meetings. Transition Counselors to attend all transition Multi-Disciplinary Team meetings.	Some local schools and districts are refusing to enroll students released from camp schools. Technical training of all counselors using EPIC and the new Individual Learning Plan module.	LACOE: Meet with 13 new Support Counselors. Train 13 new Support Counselors on the Individual Learning Plan and Multi-Disciplinary Team processes. Explore flexible hours for the 13 Support Counselors. Develop a plan to have local schools and districts work with LACOE and Probation to enroll students. LACOE and Probation: Continue to work together within Supervisor Molina’s Aftercare Committee to successfully implement comprehensive case plans for all youth.	≥90% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).	70-89% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).	<70% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).

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Educational Responsibilities 3. Ensure parent or caregiver involvement throughout the process of a youth's adjudication, school enrollment, assessment, detainment, and release, because such involvement is critical in ensuring the healthy development of youth. Develop strategies to increase parent involvement, and educate and train parents about the juvenile system, educational rights, and processes. Provide parents or surrogates with the necessary support, tools, and training, regarding (a) the judicial process, the legal and educational rights of their child and (b) involvement in assessment, case planning, and transitional planning to better enable them to carry out their responsibilities.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Noncompliant	Current Evidence LACOE: Multi-Disciplinary Team parent participation data Future Evidence LACOE: Surrogate/ Educational Rights Holder Appointee Log Sample	LACOE: Documentation and inclusion of parents in Initial and Transitional Multi-Disciplinary Team meetings continues to be tracked. Percentages of parents involved in Multi-Disciplinary Team meetings have increased significantly via telephone from 40% to 75%.	Parent notification system process is not complete. Parent participation in person is still less than 30%. Local school district participation is still low.	LACOE: Follow up with the process of purchasing a parental notification calling system. Continue to meet with local school districts to emphasize the importance of participating in Transition Multi-Disciplinary Team process with LACOE. Change monthly report Transition document to indicate parent participation by phone, SKYPE. etc. Probation: Continue to work on Phase II of the videoconferencing system.
Educational Responsibilities 4. Work with judicial officers and educational service providers to ensure timely determinations of the holders of educational rights.	Probation	Current Report Status: Noncompliant Previous Report Status: Noncompliant	Current Evidence Probation: Directive #1270 Court report template	None	Probation is concerned that the level of compliance cannot be accurately determined at this time given that the courts have not maintained records for timely determinations of the holders of educational rights.	Probation: Consult with Comprehensive Educational Reform Advisory Committee and reach out to judicial officers to address this area.
Educational Responsibilities 5. Work with judicial officers to identify and assign qualified and appropriate surrogates or educational representatives, when necessary, to serve in place of the absent parent as advocates for youth in juvenile halls and camps.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Surrogate/ Educational Rights Holder Appointee Log Sample Future Evidence LACOE: Surrogate/ Educational Rights Holder Appointee Log Sample	Surrogates and educational rights holders continue to be secured for students and their Individualized Education Program (IEP) meetings.	None	LACOE: Continue monitoring the appointments of the surrogates and educational rights holders through monthly site reports.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Parent(s) or caregiver(s) of youth entering and exiting camp schools participated physically or remotely in ≥90% of the Initial and Transition Multi-Disciplinary Team meetings.	Parent(s) or caregiver(s) of youth entering and exiting camp schools participated physically or remotely in 70-89% of the Initial and Transition Multi-Disciplinary Team meetings.	Parent(s) or caregiver(s) of youth entering and exiting camp schools participated physically or remotely in <70% of the Initial and Transition Multi-Disciplinary Team meetings.
The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, ≥90% of the time.	The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, 70-89% of the time.	The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, <70% of the time.
Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) ≥90% of the time.	Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) 70-89% of the time.	Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) <70% of the time.

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RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS
Educational Responsibilities 6. Train probation officers to serve as advocates for youth throughout their detainment and as they transition back to the community.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation: Directive #1270 Meeting agenda	Probation: Planning meetings have been held with the Probation training office to move this project forward. The Education Reform Unit will work with Public Council to develop training modules for field probation staff on educational advocacy.	None	Probation: Meetings were held during this quarter with the Probation training office. Preparations are being made to launch this training in 2014.
Educational Responsibilities 7. Develop, implement, and continuously improve performance measurement systems to establish accountability for all participants in the educational system for youth in juvenile halls and camps. Establish a Research Advisory Committee that includes representatives from LACOE and Probation to advise both departments on improving the educational performance measurement system over time.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE and Probation: Research Advisory Committee sign-in sheets and agendas Quarterly Status Updates	The Research Advisory Committee continues to meet monthly. Probation is represented on the committee.	None	LACOE and Probation: Continue to meet to prioritize and troubleshoot recommendations. Review the Quarterly Report Rubric and revise as necessary for the November 2013 to January 2014 report.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of transition probation officers have been trained to serve as advocates for youth.	70%-89% of transition probation officers have been trained to serve as advocates for youth.	<70% of transition probation officers have been trained to serve as advocates for youth.
A Research Advisory Committee is in place and met at least monthly.	A Research Advisory Committee is in place and did not meet at least monthly.	A Research Advisory Committee is not in place.

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RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS
Educational Assessment and Case Planning 8. Work with the Juvenile Court to ensure timely and comprehensive assessments of the criminogenic, educational, health, and mental health needs of youth in juvenile halls and camps as well as strength-based assessments of their interests and abilities. Utilize the educational checklists in the Bench Book for Education Issues in Dependency and Delinquency Courts to help do so. Revise the content of initial court reports on youth in juvenile camps to focus on assessment results and the integrated case plans, so that judicial officers have specific needs and objectives on which to base their camp orders.	LACOE Probation	Current Report Status: Fully Compliant	Current Evidence LACOE: Aftercare Committee agendas, sample files, and process workflows	LACOE: LACOE continues to participate in, and follow through with, protocols developed in Aftercare Committee.	An electronic information system does not exist for students' Aftercare case files.	LACOE: Continue to conduct random monthly audits to examine quality of Individual Learning Plans.
		Previous Report Status: Fully Compliant	Multi-Disciplinary Team logs, minutes, samples, and follow-up forms	Hired and trained 13 new counselors for Aftercare, Individual Learning Plans, and Multi-Disciplinary Team processes in order to move forward with Aftercare Model.		Continue to train newly hired Support Counselors on the ILP and MDT process.
			MDT calendar samples			Cross-agency training on Aftercare needs to be scheduled for LACOE, Probation, DMH, and DHS.
			Transition ILP samples	Scheduled meetings have been established for all Counselors for 2013-2014 School year The Division of Pupil Services supports Aftercare—e.g., Individual Learning Plans and Multi-Disciplinary Team meetings.		Probation: Continue to ensure that all Multi-Disciplinary Team meetings are scheduled when all stakeholders are available. LACOE and Probation: Continue to work together within Supervisor Molina's Aftercare Committee to successfully implement comprehensive case plans for all youth.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	70%-89% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	<70% of youth entering and exiting camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.

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RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS
Educational Assessment and Case Planning 9. Provide additional educational psychologists (either employees and/or contractors) for the camp Assessment Unit to conduct psychoeducational assessments of youth with suspected special education needs in a very timely manner. <i>**Note.</i> Psychological assessments do not take place at the camp Assessment Units. Instead, when necessary or referred, students are assessed by educational psychologists at the halls and camps.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Psychologist workload template Time sampling data Psychologist caseload data	LACOE hired “leave replacement” psychologists to ensure all counseling services and assessments are completed in order to maintain compliance.	LACOE is working towards streamlining hiring procedures so temporary staff are in place in a timely manner.	LACOE: Continue to monitor caseload and workloads of the school psychologists.
Educational Assessment and Case Planning 10. Work with the Juvenile Court to ensure timely development of an integrated case plan – including an individual learning plan for educational services – that is customized to address each student’s needs and responsivity issues. Revise the content of final court reports on youth in juvenile camps to focus on aftercare case plans and transition back to the community, so that judicial officers have specific needs and objectives on which to base the camp-to-community transition programs (CCTP) portion of their camp orders.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE Probation: Multi-Disciplinary Team Logs Multi-Disciplinary Team minutes & samples Individual Learning Plan completion and Multi-Disciplinary Team participation Updated camp Multi-Disciplinary Team coordinators and counselors contact roster LACOE monthly Multi-Disciplinary Team follow-up form	LACOE: Implementation of Individual Learning Plans at all hall and camp schools. Continue to enhance the Individual Learning Plan module in EPIC. New Support Counselors were hired and meetings and training have begun in training on Individual Learning Plan and Multi-Disciplinary Team processes. New Individual Learning Plan reporting module in EPIC as of September.	An electronic information system does not exist for students’ Aftercare case files. Some local schools and districts are refusing to enroll students released from camp schools.	LACOE: Continue to conduct random monthly audits to examine quality of Individual Learning Plans. Training all stakeholders on the Model File is scheduled to take place in December.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Staffing formulas exist to ensure adequate numbers of psychologist staff, and ≥90% of the positions filled. Leave replacement psychologists were hired on an as needed basis.	Staffing formulas exist to ensure adequate numbers of psychologist staff, and <90% of the positions filled. Leave replacement psychologists were hired on an as needed basis.	Staffing formulas do not exist to ensure adequate numbers of psychologist staff. Leave replacement psychologists were not hired on an as needed basis.
≥90% of youth entering and exiting hall and camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	70%-89% of youth entering and exiting hall and camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	<70% of youth entering and exiting hall and camp schools are provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.

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RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS
Educational Assessment and Case Planning 11. Integrate the camp-to-community transition programs of the Probation Department and LACOE (Assembly Bill 825), and prepare and train all staff including DMH and educational service providers to produce “meaningful” transitional plans that include: (a) strength-based assessments of youth educational and employment needs; (b) identification of needed community linkages and/or employment resources; (c) admission and/or re-enrollment into an appropriate educational pathway; (d) use of a “family conferencing” model; and (e) safe and positive community and living arrangements.	LACOE Probation	Current Report Status: Fully Compliant	Current Evidence LACOE: Aftercare Committee agendas, sample files, and process workflows	LACOE Probation: Implementation of Individual Learning Plans at all hall and camp schools.	An electronic information system does not exist for students’ Aftercare case files.	LACOE: Develop a plan to have local schools and districts work with LACOE and Probation to enroll students. (In progress pending meetings-LAUSD-Jan 22, 2014).
		Previous Report Status: Fully Compliant	Multi-Disciplinary Team logs, minutes, samples, and follow-up forms Individual Learning Plan completion and Multi-Disciplinary Team participation random audit	Continue to enhance the Individual Learning Plan module in EPIC. Probation camp caseworkers are including the Individual Learning Plan form as part of the pre-release court report submitted to the court. Hired 13 new Support Counselors. Trained 13 new Support Counselors on the ILP and MDT process.	Equipment Survey of Counselors indicates a budget needs to be established to purchase equipment for entire Counseling unit including laptops for all Support Counselors. Some local schools and districts are refusing to enroll students released from camp schools.	Explore budgets to purchase equipment for Support Counselors. Cross-agency training on Aftercare needs to be scheduled for LACOE, Probation, DMH, and DHS. Continue to conduct random monthly audits to examine quality of Individual Learning Plans, including appropriateness of students’ goals.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of appropriate LACOE and Probation staff have been trained to produce “meaningful” transitional plans.	70%-89% of appropriate LACOE and Probation staff have been trained to produce “meaningful” transitional plans.	<70% of appropriate LACOE and Probation staff have been trained to produce “meaningful” transitional plans.

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QUARTERLY STATUS							RUBRIC		
RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS	FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Educational Assessment and Case Planning 12. Establish a comprehensive assessment center in which Probation, DMH and LACOE staff or contractors (a) conduct comprehensive assessments of criminogenic, educational, health, mental health, and parenting needs of youth ordered to camp and (b) develop initial case plans – including ILPs or IEPs for educational services – that are customized to address student needs and responsivity issues.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence Probation: 15-Point Assessment Summaries Movement Meeting agendas	A designee for the LACOE Camp Assessment Unit has been identified and trained for times when the Senior Program Specialist is absent.	None	LACOE and Probation: Continue to work collaboratively to improve processes and communication between agencies in the Camp Assessment Unit.	A comprehensive assessment center exists with LACOE, Probation, and Mental Health representatives.	A comprehensive assessment center exists, but missing one or more representatives (e.g., LACOE, Probation, and/or Mental Health).	A comprehensive assessment center does not exist.
Educational Assessment and Case Planning 13. Develop process and assign responsibility for shadowing, mentoring, counseling, and tracking youth during and after their stays in juvenile halls and camps.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation:	None	Additional training on developing processes and assigning responsibility are necessary to reach full compliance in this area. There has not been a centralized process to account for each of the items in this recommendation.	Probation: Develop a clear and comprehensive system to ensure that all items of this recommendation are addressed.	Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in hall and camp schools exist.	Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in hall and camp schools exist but are not fully implemented.	Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in hall and camp schools does not exist.

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RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS
Educational Assessment and Case Planning 14. Utilize the new Dashboard Reporting System and Quality Assurances Services (QAS) staff and processes to help ensure that all youth in juvenile halls and camps receive (a) appropriate assessments of their criminogenic, health, mental health, and educational needs; (b) integrated case plans in a timely manner; and (c) treatment, education, and supervision services identified in their respective case plans. **Note. Probation no longer uses the Dashboard Reporting System.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation: None	None	The Dashboard Reporting System is no longer in use given its limited capacity to address the needs of this recommendation. <i>Note:</i> The recommendation is partially compliant in spite of the absence of a central database, given that items a-c of the recommendation continues to be met.	
Educational Assessment and Case Planning 15. Replicate the electronic data exchange (EDE) process/system which was recently implemented between LACOE and LAUSD, among other school districts within the County and the juvenile halls and camps to ensure timely transfer of school records both to and from juvenile camps and schools in the community. Explore expansion of the system to include tracking of educational performance after youth return from juvenile halls and camps to community schools to determine whether EBP treatment and educational services are successful over the long run.	LACOE	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Evidence LACOE: The Electronic Data Exchange System has been activated between LACOE and LAUSD. All counselors are notified of classes and are informed of the arrival of transcripts and IEPs.	The most recent class list for each LAUSD student is provided to counselors within 48 hours of the student's arrival. The majority of transcripts (55%) are available within 10 days of enrollment.	The Special Education database, Welligent, is inaccessible for former students of LAUSD who have returned to LAUSD.	LACOE: Schedule a meeting with LACOE's information systems manager-student data to assist with establishing this electronic data exchange system with the two second largest feeder school districts.
Educational Assessment and Case Planning 16. Contract with educational consultants to help probation officers in the area offices assist youth receive services (including special education), ensure immediate enrollment upon release from camp, provide immediate assistance for suspended or expelled youth, and provide related training to area office staff.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation: Meeting Notes	Probation: Planning meetings have been held with the Probation training office to move this project forward. The Education Reform Unit will work with Public Council to develop training modules for field probation staff on educational advocacy.	None	Probation: Meetings were held during this quarter with the Probation training office. Preparations are being made to launch this training in 2014.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.	70%-89% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.	<70% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.
Replicated electronic data exchange (EDE) process in at least three of the five largest feeder school districts in Los Angeles County.	Replicated electronic data exchange (EDE) process in at least one of the five largest feeder school districts in Los Angeles County.	Replicated electronic data exchange (EDE) process in none of the five largest feeder school districts in Los Angeles County.
Probation has contracted with educational consultants.	Probation is in the process of contracting with educational consultants.	Probation has not, and is not in the process, of contracting with educational consultants.

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Educational Assessment and Case Planning 17. Develop and implement a process for the Camp Assessment Unit to provide feedback to LACOE and applicable school districts regarding the results of comprehensive assessments of youth detained in juvenile hall or ordered to camp, so such organizations can reexamine and improve their own processes for assessing the health, mental health and educational needs (including specific learning disabilities and other special education needs) of their students. ** <i>Note.</i> LACOE's Student File Center will responsible for forwarding students' Individual Learning Plans (which include the results of comprehensive assessments) to the requesting districts.	LACOE	Current Report Status: Fully compliant Previous Report Status: Fully compliant	Current Evidence LACOE: The Camp Assessment Unit submits information each day for inclusion in the ILP. This information includes information regarding special education needs, goals, and historical attendance patterns (including Non-Public Schools and residential treatment centers).	All Individual Learning Plans are archived and printable via LACOE's student information system (EPIC). Senior Program Specialist is providing information in a timely manner to assist the Camps Assessment Unit with student placement. A designee for the LACOE Camps Assessment Unit has been identified and trained.	Transcripts are being sent to districts in a timely manner upon request, however, the Individual Learning Plans are currently not sent.	LACOE: Work with the Student File Center staff to include Individual Learning Plans with transcript requests.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
<p>Individual Learning Plans are sent to the district within ten days ≥90% of the time.</p> <p>≥90% of the youth released from camp schools leave with unofficial copies of their transcripts and Individual Learning Plans.</p>	<p>Individual Learning Plans are sent to the district within ten days 70%-89% of the time.</p> <p>70%-89% of the youth released from camp schools leave with unofficial copies of their transcripts and Individual Learning Plans.</p>	<p>Individual Learning Plans are sent to the district within ten days <70% of the time.</p> <p><70% of the youth released from camp schools leave with unofficial copies of their transcripts and Individual Learning Plans.</p>

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Instructional Program, Delivery and Materials 18. Provide all students with access to four instructional pathways leading either to a high school diploma, a GED certificate, a vocational education certificate, and/or college preparation.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Agenda and sign in sheets from October APEX & Aztec (GED) training Data reports from intervention, support and assessments programs featuring digital content Purchase order of Aztec, the new online GED program	Paxton Patterson Building Skills, CTE shop construction labs have been opened and are in operation at Munz/Mendenhall schools. Paxton Patterson CTE Lab for Health Science is near completion. Phase I training for APEX labs for counselors, site leads and teachers is completed. APEX materials have been delivered to school sites and are scheduled for set up and assembly.	There is a back log of work orders and priorities in Technology Services; APEX installations, although a priority, have not occurred division wide.	LACOE: Select and build 6-8 additional CTE programs at designated camp and hall schools by June of 2014. LACOE and Probation: Continue working with the Director of Public Works to pilot a partnership that includes mentorship, internship.	≥ 90% of the camp and hall schools offer the four instructional pathways.	70%-89% of the camp and hall schools offer the four instructional pathways.	< 70% of the camp and hall schools offer the four instructional pathways.

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Instructional Program, Delivery and Materials 19. Redesign the JCS curriculum to capitalize on integrated use of instructional minutes. Deliver the instructional program in a comprehensive, coordinated, collaborative way to more effectively use the school day as well as after school/weekend hours.	LACOE	Current Report Status: Fully Compliant	Current Evidence LACOE: Common Core State Standards English curriculum for the first quarter of the 2013-2014 school year Two year Common Core State Standards implementation plan Common Core training sign in sheets and agendas Freedom Schools application submitted October 2013 Freedom Schools development and planning meetings agendas and notes	Some sites have converted their master schedules to “Block” schedules, which allows schools to reflect additional English and mathematics courses, as allowed with the passage of Assembly Bill 631. A comprehensive Education Programs Common Core Plan was developed, October of 2013. Principals and Assistant Principals completed an introduction to Common Core in August. LACOE staff continues to be trained on Common Core State Standards.	New teachers and new administrators have not all participated in the Common Core State Standards trainings.	LACOE: Continue to explore the redesigning of master schedules, for all schools, to reflect additional English and mathematics courses, as allowed with the passage of Assembly Bill 631. Coordinate a team of stakeholder to develop a culturally responsive curriculum for Freedom Schools. LACOE and Probation: Continue discussions and meetings to expand Freedom Schools program during the 2014 Summer Intersession.
		Previous Report Status: Fully Compliant				

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
The Juvenile Court School (JCS) curriculum has been redesigned to capitalize on integrated use of instructional minutes. ≥90% of randomly sampled classrooms implement the redesigned curriculum with fidelity.	The Juvenile Court School (JCS) curriculum has been redesigned to capitalize on integrated use of instructional minutes. 70%-89% of randomly sampled classrooms implement the redesigned curriculum with fidelity.	The Juvenile Court School (JCS) curriculum has not been redesigned to capitalize on integrated use of instructional minutes. <i>and/or</i> <70% of randomly sampled classrooms implement the redesigned curriculum with fidelity.

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Instructional Program, Delivery and Materials 20. Implement a plan to coordinate camp curriculum, the use of instructional materials and resources so that youth transferring from site to site do not miss instruction and are able to experience continuity to their instructional program. Reduce the amount of student instructional time lost due to interruptions, missing class, arriving late, or being removed from class due to behavior problems and attending medical, dental, and court appointments; and other reasons as determined by Probation.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Absence Analysis summary	The average daily attendance at camps schools is 93.47%. A list of absence reasons has been finalized and will be distributed as soon as the codes have been added to EPIC. LACOE piloted Freedom Schools in July and August of 2013. Most students who participated increased in reading, as measured by a pre- and post-tests. In addition schools noticed a decrease in behavior referrals and suspensions. Programs offered in Extended Learning Opportunity have been standardized, October 2013.	None	LACOE: Continue to implement and provide training on the absence codes and the summary reports.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
The Juvenile Court School (JCS) curriculum has been redesigned and ≥90% of randomly sampled classrooms implement the redesigned curriculum with fidelity. ≥90% of the camp and hall schools are textbook sufficient per Education Code. ≥90% of the youth are not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.	The Juvenile Court School (JCS) curriculum has been redesigned, and 70%-89% of randomly sampled classrooms implement the redesigned curriculum with fidelity. 70%-89% of the camp and hall schools are textbook sufficient per Education Code. 70%-89% of the youth are not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.	The Juvenile Court School (JCS) curriculum has (or has not) been redesigned, and <70% of randomly sampled classrooms implement the redesigned curriculum with fidelity. <70% of the camp and hall schools are textbook sufficient per Education Code. <70% of the youth are not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.

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Instructional Program, Delivery and Materials 21. Train teachers in developing and delivering thematic, collaborative, project- and problem-based, experiential types of lessons.	LACOE	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Agendas and minutes from Road to Success Academies leadership training meetings Professional development agendas and sign in sheets Freedom Schools development and planning meetings agendas and notes	Teachers continue to receive project based staff development and Common Core professional development. Freedom Schools planning meetings are taking place for summer 2014. The RTSA Director has begun meeting with the Road to Success Academies grant awardees. The Director is also meeting and coaching schools that have not met the expected Core Educational Program as outlined in the Road To Success Academies grant application.	Common Core has not been integrated into the math curriculum.	LACOE: Create curricular and instructional units in math to align to the Common Core State Standards. Continue developing pacing guides, curriculum, and formative assessments aligned with Common Core State Standards in English and mathematics. Continue working with RTSA grant awardee schools and with the RTSA “conditional” grant awardee schools on their foundational program. Continue of offer teachers training to develop and deliver thematic, project based lessons. LACOE and Probation: Continue discussions and meetings to expand Freedom Schools program during the 2014 Summer Intersession.	≥90% of the LACOE teachers have been trained to develop and deliver thematic, project-based lessons.	70%-89% of the LACOE teachers have been trained to develop and deliver thematic, project-based lessons.	<70% of the LACOE teachers have been trained to develop and deliver thematic, project-based lessons.

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Instructional Program, Delivery and Materials 22. Develop budget proposals to pilot several new instructional delivery models in the juvenile halls and camps as well as in the community, specifically: <ul style="list-style-type: none"> Establishing pilot charter schools at two camps – one dependent charter school for girls and one independent charter school for boys. Partnering with neighborhood public schools to create a place for youth returning from juvenile camps to continue in a consistent instructional environment. Partnering with one or more of the 40 WorkSource/One-Stop Centers throughout Los Angeles County to provide CTE/VE in conjunction with academic and pre-apprenticeship programs in camps and apprenticeships and/or jobs in the community.	LACOE	Current Report Status: Noncompliant Previous Report Status: Noncompliant	Current Evidence LACOE: Road To Success Academies meeting agendas and minutes	The RTSA Director has begun meeting with the Road to Success Academies grant awardees. The Director is also meeting and coaching schools that have not met the expected Core Educational Program as outlined in the Road To Success Academies grant application.	LACOE has not begun monitoring youth's transition to their Individual Learning Plan educational pathway designation.	LACOE: Train new counselors to monitor youth's transition to their Individual Learning Plan educational pathway designation.
Special Education 23. Ensure that the educational service providers are providing a full continuum of services and placements (e.g., resource specialists, special day classes, etc.) required under State law and based on an Individual Educational Program, regardless of whether or not youth attended a public school before they were detained, ordered to camp, or released into the community. For pupils who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Non-public school (NPS) data from the Camp Assessment Unit	LACOE and Probation: The Camp Assessment Unit continues to provide this important data to the Probation Department who then reports it to the courts. LAUSD's STRIVE program is working closely with transition counselors to help transition special education students from our programs back to their districts.	None	LACOE and Probation: Continue to monitor the delivery of services in the least restrictive environment for special education students in the hall and camp schools.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
A pilot look-alike charter school exists at two camp schools—one charter look-alike school for girls at one camp school and one for boys at another camp school. ≥90% of the youth released from camp schools successfully transition to their Individual Learning Plan educational pathway designation.	Only one pilot look-alike charter school exists. 70%-89 of the youth released from camp schools successfully transition to their Individual Learning Plan educational pathway designation.	A pilot look-alike charter school does not exist. <70% of the youth released from camp schools successfully transition to their Individual Learning Plan educational pathway designation.
Both of the following are present: A full continuum of services and placements required under State law and based on an Individual Educational Program are provided. Students who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	At least one of the following are present: A full continuum of services and placements required under State law and based on an Individual Educational Program are provided. Students who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	Neither of the following are present: A full continuum of services and placements required under State law and based on an Individual Educational Program are provided. Students who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.

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Special Education 24. Ensure that educational service providers are appropriately supporting special education students with behavioral problems by (a) conducting functional analysis assessments as required by law and (b) developing positive behavioral intervention plans consistent with the Hughes Bill. Emphasize the importance of keeping these youth in their high schools (rather than referring them out) and having counseling conference between school officials and parents/caregivers (rather than through probation officers) wherever possible.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Data reflecting the percentage of students receiving behavior support through Behavior Support Plans (BSP), and behavior goals as well as DIS Counseling services from LACOE School Psychologists	LACOE continues to support a high percentage of students needing positive behavior support as indicated in their IEP. This is completed through the IEP teams developing behavior support plans, behavior goals and approving counseling services.	None	LACOE: Begin to explore how Positive Behavior Interventions and Supports (PBIS) is impacting the behavior of special education students. Continue development of the service delivery module in EPIC to automate monitoring of service delivered verses service required as stipulated in the students Individualized Education Program related to behavior support.
Special Education 25. Train probation officers both in camps and the community on special education and how to advocate for youth with IEPs, where necessary, so educational service providers can improve matching special education students with appropriate services before they enter juvenile halls and camps and when they transition back to the community.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation: Sign-in Sheets and Agendas	In May 2013, the Probation Department, in collaboration with Disability Rights California, trained 635 staff (managers, supervisors, and line staff) on special education and related services.	None	Probation: Meetings were held during this quarter with the Probation training office. Preparations are being made to launch this training in 2014.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of the special education students with behavioral problems requiring support services are receiving those supports as required by their Individualized Education Program (IEP).	70%-89% of the special education students with behavioral problems requiring support services are receiving those supports as required by their Individualized Education Program (IEP).	<70% of the special education students with behavioral problems requiring support services are receiving those supports as required by their Individualized Education Program (IEP).
≥90% of probation officers, both in camp schools and the community, have been trained in special education and how to advocate for youth with Individualized Education Plans (IEPs).	70%-89% of probation officers, both in camp schools and the community, have been trained in special education and how to advocate for youth with Individualized Education Plans (IEPs).	<70% of probation officers, both in camp schools and the community, have been trained in special education and how to advocate for youth with Individualized Education Plans (IEPs).

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Programming for After-School Hours and Weekends 26. Restructure camp and classroom schedules so there is more time for (a) individual program treatment; (b) homework, tutoring, and educational enrichment; and (c) other activities (aligned with youths' individual case plans) before or after class and on weekends.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Freedom Schools development and planning meetings agendas and notes Current Evidence Probation: Daily schedules for hall and camp schools	Freedom Schools development and planning committee is meeting on a regular basis. Extended Learning Opportunities (ELO), are offering and implementing standardized programs.	Not all camps are offering homework, tutoring, and educational enrichments via Extended Learning Opportunities (ELO).	LACOE and Probation: Continue discussions and meetings to expand Freedom Schools program during the 2014 Summer Intersession.
Educational Facilities, Classroom Space, Staffing and Funding 27. Maximize utilization of existing dedicated classroom space, including space currently being used for LACOE storage, as appropriate. Assess specific needs for additional classroom space by site and develop an implementation plan.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE and Probation: Site facility plans	LACOE and Probation continuously assess current classroom space to expand programs. Paxton Patterson Building Skills has opened its program at Munz.	None	LACOE and Probation: Select and build 6-8 additional CTE programs at designated camp and hall schools by June of 2014.
Educational Facilities, Classroom Space, Staffing and Funding 28. Utilize CEO/DPW report on camp reconfiguration to identify opportunities for establishing vocational education shops in juvenile camps; develop budget proposals to develop such space. **Note. The original CEO/DPW report was issued and complied with. Probation Senior Director of School Services and LACOE Division Director visit all probation camps no less than quarterly to identify potential vocational classroom space.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	None	LACOE's Division Director and Probation's Senior Director of School Services visit sites together on a regular basis. Paxton Patterson Building Skills program opened at Munz. Nearly all camps and halls are implementing APEX Credit Recovery.	None	LACOE and Probation: Select and build 6-8 additional CTE programs at designated camp and hall schools by June of 2014.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of the camp schools and classrooms schedules have been restructured, per the recommendation.	70%-89% of the camp schools and classrooms schedules have been restructured, per the recommendation.	<70% of the camp schools and classrooms schedules have been restructured, per the recommendation.
≥90% of the classroom space, where necessary, is available for instructional use. Camp and hall schools needing additional classroom space did assess for specific needs and developed an implementation plan.	70%-89% of the classroom space, where necessary, is available for instructional use. Camp and hall schools needing additional classroom space did assess for specific needs and developed an implementation plan.	<70% of the classroom space, where necessary, is available for instructional use. Camp and hall schools needing additional classroom space did assess for specific needs and developed an implementation plan.
LACOE's Division Director and Probation's Senior Director of School Services visited all Probation halls and camp schools quarterly to identify potential vocational classroom space. As additional space is identified, LACOE and Probation worked together to develop a budget to utilize the space.	N/A	LACOE's Division Director and Probation's Senior Director of School Services did not visit all Probation halls and camp schools quarterly to identify potential vocational classroom space.

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Educational Facilities, Classroom Space, Staffing and Funding 29. Establish standards for the quantity and quality of instructional materials, equipment and technology in each classroom. Establish a capital budget to fund implementation over a three-year period.	LACOE	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Site bandwidth report	A Technology Leadership Committee (TLC) has been developed and is crafting recommendations for quality and quantity of technology and equipment purchases. All sites have either been upgraded in terms of bandwidth or will be in the near future. Eleven sites enjoy Metro E high-speed internet connections and two sites have access to four T1 lines. Three full-time Technology Consultants are supporting all camp and hall schools.	Not all sites have the fastest networks available to deliver digital content in terms of on line course, credit recovery, intervention or supplemental programs.	LACOE and Probation: Continue to work with Information Technology Office and Probation to ensure that all sites have sufficient bandwidth. Develop standards for quantity and quality of technology and equipment purchases by January 2014.
Educational Facilities, Classroom Space, Staffing and Funding 30. Develop an educational staffing plan to ensure that there are adequate numbers of teaching, special education, assessment, counseling, and psychologist staff to meet the needs of youth in halls and camps.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Staffing ratios and site staffing profiles Educational Programs internal audit conducted by the Division of Internal Audit & Analysis	A staffing formula has been in place since July of 2012 and was used to determine staffing. LACOE's Superintendent directed the Division of Internal Audit & Analysis to conduct a complete audit of the processes and programs offered at the camp and hall schools.	None	LACOE: Continue to implementation plans for each of the recommendations outlined in the audit conducted by the Division of Internal Audit & Analysis.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Standards for the quality of instructional materials exist, and ≥90% of the materials meet the standards set forth. Standards for the quantity and quality of technology/equipment exist, and ≥90% of the classrooms meet standards set forth. A capital budget to fund implementation and quality of instructional materials, equipment and technology exists.	Standards for the quality of instructional materials exist, and 70%-89% of the materials meet the standards set forth. Standards for the quantity and quality of technology/equipment exist, and 70%-89% of the classrooms meet standards set forth. A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment and technology exists.	Standards for the quality of instructional materials exist, and <70% of the materials meet the standards set forth. Standards for the quantity and quality of technology/equipment exist, and <70% of the classrooms meet standards set forth. A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment and technology does not exist.
Staffing formulas exist to ensure adequate numbers of staff to meet the needs of youth and ≥90% of the positions are filled.	Staffing formulas exist to ensure adequate numbers of staff to meet the needs of youth, and <90% of the positions are filled	Staffing formulas does not exist to ensure adequate numbers of staff to meet the needs of youth in the juvenile halls and camps.

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Educational Facilities, Classroom Space, Staffing and Funding 31. Develop and implement a training plan to ensure that all LACOE instructional staff are appropriately trained in evidence-based practices (EBP) principles and staff skills, such as Core Correctional Practices and Motivational Interviewing. <i>**Note.</i> The use of Core Correctional Practices and Motivational Interviewing has been replaced with the Behavior Management Program model.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Sign-in sheets and agendas	LACOE staff at the camp schools were trained in the Behavior Management Program model.	New staff have been hired or reassigned and need to be trained in the Behavior Management Program model.	LACOE and Probation: Schedule trainings for LACOE staff hired or reassigned after April of 2013.
Educational Facilities, Classroom Space, Staffing and Funding 32. Develop a three-year financial plan of revenues and expenditures for educational services in the juvenile halls and camps. Ensure adequate funding levels to support LACOE's implementation of the three-year plan.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Listing of projects and funding sources	A three-year financial plan of revenues and expenditures for educational services in the hall and camp schools exists and is current. Alignment of 2013-2014 budget priorities with division goals.	None	LACOE and Probation: Discuss 2014-2015 fiscal year budget priorities.
Educational Facilities, Classroom Space, Staffing and Funding 33. Seek state legislation to revamp the current JCS funding model, which is based on average daily attendance (ADA), to one that (a) is based on a residential service delivery model, (b) reflects the locations of the juvenile halls and camps throughout the County, and (c) fully funds educational services, particularly special education services, that students are legally entitled to receive.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	None	LACOE submitted a recommendation to reintroduce a bill that revamps the JCS funding model.	LACOE, in partnership with other county offices of education, was previously unsuccessful in its efforts to move the state to revamp the funding model.	LACOE: Continue to advocate for revamping the current JCS funding model.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of the instructional staff has been trained in the Behavior Management Program model.	70%-89% of the instructional staff has been trained in the Behavior Management Program model.	<70% of the instructional staff has been trained in the Behavior Management Program model.
A three-year financial plan of revenues and expenditures for educational services exists, and is current. Adequate funding levels are available to support implementation.	A three-year financial plan of revenues and expenditures for educational services exists, and is current. Adequate funding levels are not available to support implementation.	A three-year financial plan of revenues and expenditures for educational services does not exist.
LACOE has sought State legislation to revamp the current Juvenile Court School (JCS) funding model.	N/A	LACOE has not sought State legislation to revamp the current Juvenile Court School (JCS) funding model.

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Quality Assurance and Program Evaluation 34. Utilize the four (4) educational outcomes and eight (8) educational performance indicators proposed by the Probation Department for approval by the Board of Supervisors as the starting point for evaluating educational programs and contracts with educational service providers (not teachers). Expect these indicators to change over time based on lessons learned, and actively seek advice from the best researchers in Los Angeles County and beyond to help “grow” the performance measurement system quickly. ***Note. LACOE in not currently using four (4) educational outcomes and eight (8) educational performance indicators to evaluate educational programs.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Program Monitoring and Evaluation: Updated <i>Matrix of Findings & Recommendations</i> presented to LACOE Board of Education Program data summaries	Two instructional coaches will be hired to help oversee, monitor, and implement LACOE assessment, intervention, and supplemental programs. Interviews will be held the week of November 18, 2013.	Some sites are not fully implementing assessment, intervention, and supplemental programs.	LACOE and Probation: Continue to review and analyze data from the program implementation evaluations and make appropriate adjustments as needed. Hold sites accountable in implementing all assessments, intervention and supplemental programs. Provide quarterly status updates to the Board of Education on the progress of the recommendations stemming from the Program Monitoring and Evaluation process.
Quality Assurance and Program Evaluation 35. Amend the Probation Department’s memorandum of understanding with LACOE and any existing and future contracts with educational service providers to require monthly or quarterly reporting of the prescribed educational outcomes and performance indicators.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE and Probation: MOUs	The Probation Department’s MOUs with LACOE and other educational service providers amended. <i>Note.</i> No additional MOUs were added during this reporting period.	None	LACOE and Probation: Revisit the MOU concerning LACOE staff lockouts.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
The four (4) educational outcomes and eight (8) educational performance indicators are being used as a starting point for evaluating educational programs and contracts with educational service providers (not teachers).	N/A	The four (4) educational outcomes and eight (8) educational performance indicators are not being used as a starting point for evaluating educational programs and contracts with educational service providers (not teachers).
The Probation Department’s existing and recent memorandums of understanding with LACOE and other educational service providers have been amended.	N/A	The Probation Department’s existing and recent memorandums of understanding with LACOE and other educational service providers have not been amended.

PRIORITIES OVER THE NEXT FEW MONTHS

As the lead agencies spearheading the education reform effort, the Los Angeles County Office of Education (LACOE) and the Los Angeles County Probation Department (Probation) remain committed to this endeavor and will continue to focus on the following priorities over the next few months:

1. Road To Success Academies (RTSA)

LACOE is committed to systematically replicate many of the successful practices currently in place at Scott/Scudder and McAuliffe. The RTSA Grant has been developed to incentivize schools to pursue the implementation of a RTSA at their particular schools within a two-year timetable. Beginning in the 2013-2014 school year, the participating schools will have the opportunity to fully implement a RTSA within a two-year period. The long-term plan is to have every hall and camp school become a RTSA within the next four to five years. Each school will be responsible for implementing the following five elements of a RTSA:

Five Elements of RTSA

1. Core Educational Program
2. T.I.P.
 - a. Thematic Instructional Framework
 - b. Interdisciplinary Curriculum
 - c. Project-Based Learning
3. Embedded instructional community partnerships to enhance curriculum
4. Pathways to higher education
5. Instructional and leadership coaching

The newly hired Director will continue to work with the three schools that were approved for the two-year grant (McAuliffe, Gonzales, and Central). The two-year grant schools are currently developing their vision and mission, attending professional development and drafting timelines and budgets. In addition, the Director is working with the three other schools that were approved for a three-year conditional grant (Munz/Mendenhall, Miller, and Los Padrinos). These schools will continue to strengthen their core instructional program, which includes core subjects; tiered interventions in reading and mathematics; credit recovery; Positive Behavior Intervention Support (PBIS); Professional Learning Community; and Career Technical Education.

2. Aftercare

LACOE, Probation, Department of Mental Health, and Department of Health Services will continue to work collaboratively through Supervisor Molina's Aftercare Planning Committee to provide practical, comprehensive case plans for all youth. LACOE is successfully implementing the Individualized Learning Plan (ILP) as well as all other components for the Aftercare processes. LACOE hired 13 additional school counselors to help meet the comprehensive Aftercare objectives. All counselors continue to receive comprehensive training on the Aftercare model.

3. Freedom Schools

Afflerbaugh and Miller schools had success in piloting the Freedom Schools program between June 24, 2013 and July 26, 2013. The overall success of the program, based on both qualitative and quantitative data, generated interest and commendations from several media outlets, such as the *Los Angeles Times*, United States Secretary of Education Arne Duncan tweeted about *Los Angeles Times* story and Supervisor Mark Ridley-Thomas' web story.

LACOE has formed a committee, including LACOE and staff from other agencies, to plan for the expansion of the Freedom Schools program to additional schools during the summer of 2014. The committee has begun to work collaboratively to select schools, revise curriculum aligned to the Common Core State Standards, and plan for future training. Schools participating in the RTSA program have been identified to participate in the Freedom Schools program for the summer of 2014.

CASEY A. SETTLEMENT AGREEMENT UPDATE

The Technical, Compliance, and Advisory (TCA) Team visited McAuliffe several times during the distinct reporting period and provided updates on the Action Plan in the following 13 areas:

Area 1. Administration, Leadership and Management

The TCA team provided positive feedback in the area of Administration, Leadership and Management on their last visit in November 2013. Kimberly Humphries, former Asst. Principal at the school, was named Principal of McAuliffe on September 30, 2013. A new Special Education Assistant Principal, Anthony Marenco, was hired to fill the vacancy left by Ms. Humphries. A comprehensive plan is being followed to ensure sustainability of progress during the administrative transition.

Area 2. Data Management

A user-friendly data system called the Parker Module has been developed in our student information system, EPIC, to provide LACOE administration and teachers easy access to data to drive instructional planning and delivery. Datawise testing in math has been re-established for the 2013-2014 school year and will be added to this module. The McAuliffe staff has integrated this new data analysis system into their professional development and instructional planning.

Area 3. Instruction

McAuliffe was one of three LACOE schools to be awarded a significant amount of money through an internal, competitive multi-year grant intended to assist schools in pursuing *Road To Success Academies* certification. These funds will be used to improve the quality of educational programs at McAuliffe. *Road To Success Academies* certification will be granted to schools that successfully implement each of the Five Elements of *Road To Success Academies* listed below:

Five Elements of *Road To Success Academies*

1. Core Educational Program
2. T.I.P.
 - a. Thematic Instructional Framework
 - Social-emotional focus
 - b. Interdisciplinary Curriculum
 - Teachers planning collaboratively
 - c. Project-Based Learning
 - Focus on depth over breadth
3. Embedded instructional community partnerships to enhance curriculum
4. Pathways to higher education
5. Instructional and leadership coaching

In addition, LACOE has established explicit targets and expectations around classroom instruction for McAuliffe, which will be an integral part of the formal evaluation of the McAuliffe administrative team throughout the 2013-2014 school year. As of October 31, 2013, McAuliffe met its first goal in Instructional Planning and is on target to meet the next goal in Instructional Delivery.

Area 4. Literacy

The Literacy component of the Action Plan continues to be in substantial compliance. There are dedicated reading times during the school day in the living units, as well as during classroom visits to the library. Also, students continue to participate in monthly themed writing and art contests and e-reader clubs. In the after school program, Operation Read staff use Achieve3000 as part of its curriculum and direct two of the Kindle clubs at McAuliffe. McAuliffe recently received a new shipment of over 1000 new books for the school library, and Probation received a shipment of more than 2500 new books for the dorm libraries.

Area 5. Positive Behavior Support

The Positive Behavior Interventions and Supports (PBIS) component of the Action Plan continues to be in substantial compliance. McAuliffe staff will continue to focus on interventions for students in need of more intensive behavioral support. For instance, there was a slight spike in behavioral referrals at McAuliffe during the summer months due to the planned increase in substitute teachers. LACOE and Probation continue to collaborate regularly to discuss referral and suspension data, as well as to discuss strategies to further implement PBIS. McAuliffe has extended their work with the University of Oregon and PBIS expert Dr. Jeffrey Sprague through the end of 2014. Elections were held for new PBIS officers for the new school year. Incentives and rewards continue to occur weekly and monthly.

Area 6. Special Education

The Special Education component of the Action Plan continues to be in full compliance. Special Education services are provided to students by utilizing a collaborative approach that ensures services to assist students in gaining access to, and making progress in, the general education curriculum. Teachers are working collaboratively to develop aligned lesson plans, as special education staff members are critical members of each teacher team. Individualized Education Programs (IEPs) are held in a timely manner and compliance is one of continued effectiveness. A new version of LACOE's Special Ed database, SpEd 4, has been unveiled in EPIC to continue a seamless integration of information available to teachers and administrators.

Area 7. Career and Technical Education

Career and Technical Education (CTE) enrollment has remained steady at over 70% for the new school year. As additional afterschool courses begin in December, this number is expected to rise to our customary 90+ % rate. The current vocational education offerings include: Landscaping, Building Skills, Culinary Arts, Industry recognized Occupational Safety and Health Administration (OSHA) and ServSafe certification, AdvancePath career and college preparation, and college courses through Los Angeles Mission College. LACOE is in the process of expanding credit recovery program via APEX Learning. This will be in addition to the already successful credit recovery program AdvancePath. Another round of on-site college entrance exams, offered through Mission College, is expected to take place in late December or early January. Probation and LACOE have been meeting to discuss and plan joint efforts to provide the youth at the facility, who have been cleared to work with tools, more hands on job experiences such as landscaping and maintaining the grounds, sustaining a garden in the green house, painting, etc.

Area 8. Special Activities

The Special Activities component of the Action Plan continues to be in substantial compliance. LACOE and Probation continue to emphasize incentive programs that enhance student behavior, success, and morale. Positive data has been collected by LACOE and Probation that indicate high quality incentive programs continue to significantly reduce student behavior problems. Our semi-annual Parent Open House was held in November. We had over 30 parents attend and the event was a great success. Buses were provided at the Juvenile Halls to transport parents back and forth from the facility.

Area 9. Transition and Aftercare

The Transition and Aftercare component of the Action Plan area continues to be in substantial compliance. The Individual Learning Plan (ILP) dashboard in EPIC, which is a major component in Supervisor Molina's Probation Aftercare file initiative, is in full swing. In addition, the partnership with Antelope Valley Youth Build program continues to thrive. The Camp to Community Transition Protocol (CCTP) has been implemented and is in use. Three new aftercare counselors were hired at McAuliffe bringing our counseling staff total to five.

Area 10. Partnership

The Partnership component of the Action Plan continues to be in substantial compliance. One partnership in particular, "It's Time 4 Kids," has been a valuable and critical piece of PBIS. Boy Scouts of America continues to provide its services to our students regularly.

Area 11. Safety and Crisis Management

The Safety and Crisis Management component of the Action Plan continues to be in substantial compliance. McAuliffe continues to implement a safety program for contraband in cooperation with Probation staff. Probation continues to implement a safety and security check of all people coming into the facility, including staff. Our PBIS team is drafting procedures for addressing sexual harassment and bullying for both students and staff. In January, all staff will attend our yearly Suicide Prevention training.

Area 12. Discipline and SHU

The Discipline and Special Housing Unit (SHU) component of the Action Plan has been placed into substantial compliance by the TCA monitors. LACOE, together with Probation, continues to work closely in monitoring that students in the SHU receive appropriate educational services. In July, the SHU policy was revised to ensure minors were not inappropriately placed in the SHU for any reason, including being placed there for behavior management purposes. Within the new SHU policy, minors' behaviors and criterion for their placements are to be accurately documented. Timelines have been set as to how often minors are observed and new guidelines have been instituted to address behaviors that continue even after all other interventions have been attempted. This new policy has been issued to all appropriate stakeholders and is currently implemented.

Area 13. Sustainability and Quality Assurance

Sustainability and quality assurance continue to be integrated in the day-to-day operations of the education program. LACOE submitted their revised Sustainability Plan to the TCA team in early November. This plan is scheduled to be reviewed with the monitors, probation, and the ACLU during an on-site meeting on December 18, 2013.



Los Angeles County Office of Education

Leading Educators ▪ Supporting Students ▪ Serving Communities

March 24, 2014

Arturo Delgado, Ed.D.
Superintendent

Los Angeles County
Board of Education

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To: Supervisor Mark Ridley-Thomas, Chairman
Supervisor Gloria Molina
Supervisor Zev Yaroslavsky
Supervisor Don Knabe
Supervisor Michael D. Antonovich

From: Arturo Delgado, Ed.D. *AD*
Superintendent

Subject: Comprehensive Educational Reform Implementation in Juvenile Halls
and Camps - Eighth LACOE Report (November 2013 to January 2014)

On November 29, 2011, the County of Los Angeles Board of Supervisors instructed the LACOE Superintendent to oversee the education reform endeavor, which includes chairing the existing Comprehensive Education Reform Committee that was created in 2007. In addition to this directive, the Board of Supervisors instructed the LACOE Superintendent to take over the responsibility of submitting quarterly implementation status reports on the proposed projects, as well as the status of the 35 education reform recommendations.

Pursuant to the November 29, 2011, motion, this is the eighth LACOE report on education reform covering November 2013 through January 2014 activity. During this reporting period, LACOE and the Los Angeles County Probation Department (Probation) worked collaboratively to implement the 35 education reform recommendations.

The report format includes the following three documents:

1. *Quarterly Report (November 2013 to January 2014)*. This document communicates compliance standing, areas of strength or concern, evidence, and next steps for each of the 35 recommendations for the distinct reporting period. Also included in the *Quarterly Report* is the compliance rubric that explicitly delineates both quantitative and qualitative expectations related to each of the 35 recommendations.
2. *Priorities over the Next Few Months*. This document summarizes the primary areas of focus for the upcoming quarter.
3. *Casey A. Settlement Agreement Update*. This document summarizes the progress made in each of the 13 areas outlined in the settlement agreement.

Board of Supervisors
March 24, 2014
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Please contact me if you have any questions or if additional information is necessary. Your staff may also contact Dr. Cuauhtémoc Avila, Assistant Superintendent, Educational Programs, at 562.803.8301, or Mr. Jesús Corral, Probation Senior Director of Education Services, at 562.400.9608.

AD/CA:sb
Attachments

cc: Jerry Powers, Chief, Los Angeles County Department of Probation
Honorable Michael Nash, Presiding Judge, Juvenile Court
Sachi A. Hamai, Executive Officer, Board of Supervisors
William T Fujioka, Chief Executive Officer
Georgia Mattera, Public Safety, Chief Executive Office
John Krattli, County Counsel
David Sommers, Public Information Officer, Chief Executive Office
Comprehensive Educational Reform Committee
Children's, Education, and Justice Deputies

LOS ANGELES COUNTY OFFICE OF EDUCATION/LOS ANGELES COUNTY PROBATION DEPARTMENT
COMPREHENSIVE EDUCATIONAL REFORM RECOMMENDATIONS
QUARTERLY REPORT (NOVEMBER 2013 TO JANUARY 2014)

QUARTERLY STATUS							RUBRIC		
RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS	FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Educational Responsibilities 1. Recruit and hire a Director of School Services to serve as a senior staff advisor to the Chief Probation Officer on education matters and to serve as the Department’s chief liaison in working with LACOE management and staff in implementing comprehensive educational reform in the juvenile halls and camps.	Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence Probation: Personnel Record	Position filled in July of 2012.	None	None	Probation recruited and hired a Director of School Services.	The Probation Director of School Services position is vacant and Probation is in the hiring process.	The Probation Director of School Services position is vacant and Probation is not in the hiring process.
Educational Responsibilities 2. Educational Responsibilities: Implement the use of multi-disciplinary teams to conduct comprehensive assessments of youth.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Division of Pupil Services Counselor agenda and sign-in sheet Support Counselor sign-in sheet Transition Counselor sign-in sheet Academic Counselors roster Transition and Support Counselors roster MDT training session Email contact list for training session handouts	Positive networking with Los Angeles County Probation Department supervisors and line staff. Positive working relationship among all DPS Counselors (Academic, Support and Transition).	Students continue to face challenges as they transition back to their home districts. Quality of Education Plans (ILP) does not meet established expectations.	LACOE: Develop a plan to work with local districts that are not with LACOE/Probation to place students back in district schools. Twenty-four counselors need to complete the Mandated MDT Training sponsored by Los Angeles County Probation Department.	≥90% of youth entering and exiting camp schools is provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).	70-89% of youth entering and exiting camp schools is provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).	<70% of youth entering and exiting camp schools is provided Initial and Transition Multi-Disciplinary Team meetings with participation of key stakeholders (e.g., LACOE, Probation, Mental Health, parents or caregivers, and other service providers).

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Educational Responsibilities 3. Ensure parent or caregiver involvement throughout the process of a youth's adjudication, school enrollment, assessment, detainment, and release, because such involvement is critical in ensuring the healthy development of youth. Develop strategies to increase parent involvement, and educate and train parents about the juvenile system, educational rights, and processes. Provide parents or surrogates with the necessary support, tools, and training, regarding (a) the judicial process, the legal and educational rights of their child and (b) involvement in assessment, case planning, and transitional planning to better enable them to carry out their responsibilities.	LACOE Probation	Current Report Status: Noncompliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Multi-Disciplinary Team parent participation data	Parent participation in MDTs during this reporting period varied by camp. Camps Gonzales and Miller reported 100% parent participation.	LACOE Parent participation in MDTs during this reporting period varied by camp. Camps Munz and Mendenhall reported 27% parent participation.	LACOE: Follow up with the process of purchasing a parental notification calling system. Counselors will continue to reach out to parents and caregivers and document their efforts. Probation: Continue to work on Phase II of the videoconferencing system.
Educational Responsibilities 4. Work with judicial officers and educational service providers to ensure timely determinations of the holders of educational rights.	Probation	Current Report Status: Noncompliant Previous Report Status: Noncompliant	Current Evidence Probation: Directive #1270 Court report template	None	Probation is concerned that the level of compliance cannot be accurately determined at this time given that the courts have not maintained records for timely determinations of the holders of educational rights.	Consult with Comprehensive Educational Reform Advisory Committee and reach out to judicial officers to address this area.
Educational Responsibilities 5. Work with judicial officers to identify and assign qualified and appropriate surrogates or educational representatives, when necessary, to serve in place of the absent parent as advocates for youth in juvenile halls and camps.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Surrogate/holder appointee log sample	Judge Donna Groman has created a process to secure an appropriate surrogate as the educational rights holder. Judge Groman is overseeing the recruitment, training, and assignment of a pool of volunteers as holder of educational rights for delinquent youth.	None	Continue to monitor that in the absence of parents, an appropriate surrogate as the educational rights holder is identified and assigned for youth in juvenile halls and camps.

RUBRIC		
FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
Parent(s) or caregiver(s) of youth entering and exiting camp schools participated physically or remotely in ≥90% of the Initial and Transition Multi-Disciplinary Team meetings.	Parent(s) or caregiver(s) of youth entering and exiting camp schools participated physically or remotely in 70-89% of the Initial and Transition Multi-Disciplinary Team meetings.	Parent(s) or caregiver(s) of youth entering and exiting camp schools participated physically or remotely in <70% of the Initial and Transition Multi-Disciplinary Team meetings.
The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, ≥90% of the time.	The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, 70-89% of the time.	The holders of educational rights for each youth have been determined in a timely manner, as prescribed by judicial officers, <70% of the time.
Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) ≥90% of the time.	Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) 70-89% of the time.	Qualified and appropriate surrogates or educational representatives were identified for youth with absent parent(s) <70% of the time.

LOS ANGELES COUNTY OFFICE OF EDUCATION/LOS ANGELES COUNTY PROBATION DEPARTMENT
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Educational Responsibilities 6. Train probation officers to serve as advocates for youth throughout their detainment and as they transition back to the community.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation: Directive #1270 Meeting Agenda	Planning meetings have been held with the Probation training office to move this project forward. The Education Reform Unit will work with Public Council to develop training modules for field probation staff on educational advocacy.	None	Probation: Meetings were held during this quarter with the Probation training office. Preparations are being made to launch this training in 2014.	≥90% of transition probation officers has been trained to serve as advocates for youth.	70%-89% of transition probation officers has been trained to serve as advocates for youth.	<70% of transition probation officers has been trained to serve as advocates for youth.
Educational Responsibilities 7. Develop, implement, and continuously improve performance measurement systems to establish accountability for all participants in the educational system for youth in juvenile halls and camps. Establish a Research Advisory Committee that includes representatives from LACOE and Probation to advise both departments on improving the educational performance measurement system over time.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE and Probation: Research Advisory Committee sign-in sheets and agendas Quarterly status updates	The Research Advisory Committee continues to meet monthly. Probation hired a new supervising program analyst whose primary duties include data collection, expansion of college career opportunities, and enhancing GED opportunities for the students under our care.	None	LACOE and Probation: Continue to meet to prioritize and troubleshoot recommendations.	A Research Advisory Committee is in place and met at least monthly.	A Research Advisory Committee is in place and did not meet at least monthly.	A Research Advisory Committee is not in place.

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Educational Assessment and Case Planning 8. Work with the Juvenile Court to ensure timely and comprehensive assessments of the criminogenic, educational, health, and mental health needs of youth in juvenile halls and camps as well as strength-based assessments of their interests and abilities. Utilize the educational checklists in the Bench Book for Education Issues in Dependency and Delinquency Courts to help do so. Revise the content of initial court reports on youth in juvenile camps to focus on assessment results and the integrated case plans, so that judicial officers have specific needs and objectives on which to base their camp orders.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Individual Learning Plans (ILP) (NWEA MAP survey scores) Intervention assessment scores Career interest inventory surveys	Probation staff has the ability to view and print ILPs.	An electronic student information system does not exist for Aftercare case files. The validity of NWEA MAP assessment results and the transferring of test data in EPIC remain inconsistent. EPIC improvements are ongoing.	LACOE: Develop a plan to work with local districts that are not with LACOE/Probation to place students back in district schools. Continue to assist courts with returning students to home district following court attendance with no adjudication.	≥90% of youth entering and exiting camp schools is provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	70%-89% of youth entering and exiting camp schools is provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	<70% of youth entering and exiting camp schools is provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.

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<p>Educational Assessment and Case Planning</p> <p>9. Provide additional educational psychologists (either employees and/or contractors) for the camp Assessment Unit to conduct psycho educational assessments of youth with suspected special education needs in a very timely manner.</p> <p><i>Note:</i> Psychological assessments do not take place at the Camps Assessment Unit. Instead, when necessary or referred, students are assessed by educational psychologists at the halls and camps.</p>	LACOE	<p>Current Report Status: Partially Compliant</p> <p>Previous Report Status: Fully Compliant</p>	<p>Current Evidence LACOE:</p> <p>Time sampling data</p> <p>Psychologist caseload data</p>	<p>LACOE has an adequate number of school psychologists at the camps to perform psycho-educational assessments, in a timely manner, of youth with suspected special education needs.</p> <p>In addition, LACOE has a full-time Senior Program Specialist that works side-by-side with Probation and DMH in the Camps Assessment Unit.</p>	<p>The number of students whose Special Education “status” has not been determined suggests that central office examine staffing ratios and work assignments at the halls.</p>	<p>Continue to monitor staffing formulas to ensure that LACOE has an adequate number of school psychologists at the camps and halls to perform psycho-educational assessments.</p>	<p>Staffing formulas exist to ensure adequate numbers of psychologist staff, and ≥90% of the positions filled. Leave replacement psychologists were hired on an as-needed basis.</p>	<p>Staffing formulas exist to ensure adequate numbers of psychologist staff, and <90% of the positions filled. Leave replacement psychologists were hired on an as-needed basis.</p>	<p>Staffing formulas do not exist to ensure adequate numbers of psychologist staff. Leave replacement psychologists were not hired on an as-needed basis.</p>

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Educational Assessment and Case Planning 10. Work with the Juvenile Court to ensure timely development of an integrated case plan – including an individual learning plan for educational services – that is customized to address each student’s needs and responsivity issues. Revise the content of final court reports on youth in juvenile camps to focus on aftercare case plans and transition back to the community, so that judicial officers have specific needs and objectives on which to base the camp-to-community transition programs (CCTP) portion of their camp orders.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE and Probation: Individual Learning Plans - Educational Plans Transition MDTs Transition MDT minutes Aftercare transition (30-60-90) data in EPIC	Positive working relationship among Support Counselors, Transition Counselors, and MDT coordinators. Counselor training on developing meaningful Educational Plans and recommendations for transition has been initiated.	Transition plans that provide a comprehensive Educational Plan for students are not evident for every student.	Provide training for all counselors on Transition and Aftercare - February and March 2014. Develop a plan to work with local districts that are not with LACOE/Probation to place students back in district schools. Conduct random audits quarterly with Core Counseling Team to determine if all ILPs meet the content and proper placement of student criteria.	≥90% of youth entering and exiting hall and camp schools is provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	70%-89% of youth entering and exiting hall and camp schools is provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.	<70% of youth entering and exiting hall and camp schools is provided Initial and Transition Multi-Disciplinary Team meetings, which include comprehensive Individual Learning Plans.

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Educational Assessment and Case Planning 11. Integrate the camp-to-community transition programs of the Probation Department and LACOE (Assembly Bill 825), and prepare and train all staff including DMH and educational service providers to produce “meaningful” transitional plans that include: (a) strength based assessments of youth educational and employment needs; (b) identification of needed community linkages and/or employment resources; (c) admission and/or re-enrollment into an appropriate educational pathway; (d) use of a “family conferencing” model; and (e) safe and positive community and living arrangements.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE and Probation: Individual Learning Plans- Educational Plans Transition MDTs Transition MDT minutes Aftercare transition (30-60-90) data in EPIC	Positive working relationship among Support Counselors, Transition Counselors, and MDT coordinators. Meeting with LAUSD was held in Jan 2014 to address transition concerns.	An electronic information system does not exist for students’ Aftercare case files. Quality of the Educational Plan needs improvement.	Conduct random audits monthly to determine if all ILPs are stellar in content and proper placement of students. Continue counselor training on MDT and ILP processes and expectations. Continue to revise EPIC so that it meets ILP-related needs.	≥ 90% of appropriate LACOE and Probation staff has been trained to produce “meaningful” transitional plans.	70%-89% of appropriate LACOE and Probation staff has been trained to produce “meaningful” transitional plans.	< 70% of appropriate LACOE and Probation staff has been trained to produce “meaningful” transitional plans.

LOS ANGELES COUNTY OFFICE OF EDUCATION/LOS ANGELES COUNTY PROBATION DEPARTMENT
 COMPREHENSIVE EDUCATIONAL REFORM RECOMMENDATIONS
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RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS
Educational Assessment and Case Planning 12. Establish a comprehensive assessment center in which Probation, DMH and LACOE staff or contractors (a) conduct comprehensive assessments of criminogenic, educational, health, mental health, and parenting needs of youth ordered to camp and (b) develop initial case plans – including ILPs or IEPs for educational services – that are customized to address student needs and responsivity issues.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Fully Compliant	Current Evidence Probation: 15-Point Assessment Summaries Movement meeting agendas	A designee for the LACOE Camps Assessment Unit has been identified and trained for times when the Senior Program Specialist is absent.	The quality of the Education Plan needs improvement.	LACOE and Probation: Ensure that the Camps Assessment Unit Senior Program Specialist provides the necessary pre-MDA documentation: Student Information Summary and Transcript Worksheet. Continue to work collaboratively to improve processes and communication between agencies in the Camps Assessment Unit. Continue counselor training on MDT and ILP processes and expectations.
Educational Assessment and Case Planning 13. Develop process and assign responsibility for shadowing, mentoring, counseling, and tracking youth during and after their stays in juvenile halls and camps.	Probation	Current Report Status: Fully Compliant Previous Report Status: Partially Compliant	Current Evidence Probation: Aftercare Committee agendas, sample files, and process workflows Multi-Disciplinary Team logs, minutes, samples, and follow up forms Aftercare manual	None	Additional training on developing processes and assigning responsibility is necessary to reach full compliance in this area. There has not been a centralized process to account for each of the items in this recommendation.	Probation: Develop a clear and comprehensive system to ensure that all items of this recommendation are addressed.

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FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
A comprehensive assessment center exists with LACOE, Probation, and Mental Health representatives.	A comprehensive assessment center exists but missing one or more representatives (e.g., LACOE, Probation, and/or Mental Health).	A comprehensive assessment center does not exist.
Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in hall and camp schools exist.	Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in hall and camp schools exist but are not fully implemented.	Processes and protocols (including staff responsibilities) for shadowing, mentoring, counseling, and tracking youth during and after their stays in hall and camp schools does not exist.

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Educational Assessment and Case Planning 14. Utilize the new Dashboard Reporting System and Quality Assurances Services (QAS) staff and processes to help ensure that all youth in juvenile halls and camps receive (a) appropriate assessments of their criminogenic, health, mental health, and educational needs; (b) integrated case plans in a timely manner; and (c) treatment, education, and supervision services identified in their respective case plans. <i>Note:</i> This recommendation is no longer applicable as Probation no longer uses the Dashboard Reporting System because it is obsolete.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation: 	None 	The Dashboard Reporting System is no longer in use given its limited capacity to address the needs of this recommendation. <i>Note:</i> The recommendation is partially compliant in spite of the absence of a central database, given that items a-c of the recommendation continue to be met.	
Educational Assessment and Case Planning 15. Replicate the electronic data exchange (EDE) process/system which was recently implemented between LACOE and LAUSD, among other school districts within the County and the juvenile halls and camps to ensure timely transfer of school records both to and from juvenile camps and schools in the community. Explore expansion of the system to include tracking of educational performance after youth return from juvenile halls and camps to community schools to determine whether EBP treatment and educational services are successful over the long run.	LACOE	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Evidence LACOE: The Electronic Data Exchange System has been activated between LACOE and LAUSD All counselors are notified of classes and are informed of the arrival of transcripts and IEPs	The most recent class list for each LAUSD student is provided to counselors within 48 hours of the student's arrival. Probation Officers have print and read access only to ILPs - Education Plans. Meeting with LAUSD was held in Jan 2014 to address transition concerns.	The Special Education database, Welligent, is inaccessible for former students of LAUSD who have transferred to LAUSD. Only 55% of transcripts is available within 10 days of enrollment.	LACOE: A follow-up meeting will be held with LAUSD and LACOE's information systems manager of student data to assist with establishing this electronic data exchange system. The meeting has been scheduled for early April 2014.
Educational Assessment and Case Planning 16. Contract with educational consultants to help probation officers in the area offices assist youth receive services (including special education), ensure immediate enrollment upon release from camp, provide immediate assistance for suspended or expelled youth, and provide related training to area office staff.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation: Meeting notes	Planning meetings have been held with the Probation training office to move this project forward. The Education Reform Unit will work with Public Council to develop training modules for field probation staff on educational advocacy.	None	Probation: Meetings were held during this quarter with the Probation training office. Preparations are being made to launch this training in 2014.

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FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.	70%-89% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.	<70% of youth received (a) appropriate assessments; (b) integrated case plans; and (c) treatment, education, and supervision services identified in their respective case plans.
Replicated electronic data exchange (EDE) process in at least three of the five largest feeder school districts in Los Angeles County.	Replicated electronic data exchange (EDE) process in at least one of the five largest feeder school districts in Los Angeles County.	Replicated electronic data exchange (EDE) process in none of the five largest feeder school districts in Los Angeles County.
Probation has contracted with educational consultants.	Probation is in the process of contracting with educational consultants.	Probation has not, and is not in the process, of contracting with educational consultants.

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<p>Educational Assessment and Case Planning</p> <p>17. Develop and implement a process for the Camp Assessment Unit to provide feedback to LACOE and applicable school districts regarding the results of comprehensive assessments of youth detained in juvenile hall or ordered to camp, so such organizations can reexamine and improve their own processes for assessing the health, mental health and educational needs (including specific learning disabilities and other special education needs) of their students.</p> <p><i>Note.</i> LACOE’s Student File Center will be responsible for forwarding students’ Individual Learning Plans (which include the results of comprehensive assessments) to the requesting districts.</p>	LACOE	<p>Current Report Status: Partially Compliant</p> <p>Previous Report Status: Fully Compliant</p>	<p>Current Evidence</p> <p>LACOE: 30-60-90-Day Follow-up Pilot Program implementation protocol</p> <p>Neglected or Delinquent – Camp Returnee Program</p> <p>MDT monthly follow-up form</p> <p>MDT meeting log sheet</p> <p>MDT monthly follow-up form</p>	<p>Positive networking with LAUSD Aftercare Unit.</p> <p>Positive working relationship between Support and Transition Counselors.</p>	<p>School districts not accepting LACOE students back to local schools and their low participation in the MDT process.</p> <p>Fewer and fewer school options for students due to CCS closures within the community (districts of residence).</p>	<p>LACOE: Develop a plan to work with local districts that are not with LACOE/Probation to place students back in district schools.</p> <p>Meet with Camps Assessment Unit to develop a process to provide feedback.</p> <p>Monitor our progress in the 30-60-90-day placement of students in all local school districts.</p> <p>Calendar meetings to meet with local district’s counselors/registrars to assure them we are available to support them with students who return to their district from our programs.</p>	<p>Individual Learning Plans are sent to the district within ten days ≥90% of the time.</p> <p>≥90% of the youth released from camp schools leaves with unofficial copies of their transcripts and Individual Learning Plans.</p>	<p>Individual Learning Plans are sent to the district within ten days 70%-89% of the time.</p> <p>70%-89% of the youth released from camp schools leaves with unofficial copies of their transcripts and Individual Learning Plans.</p>	<p>Individual Learning Plans are sent to the district within ten days <70% of the time.</p> <p><70% of the youth released from camp schools leaves with unofficial copies of their transcripts and Individual Learning Plans.</p>

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Instructional Program, Delivery and Materials 18. Provide all students with access to four instructional pathways leading either to a high school diploma, a GED certificate, a vocational education certificate, and/or college preparation.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Report of students receiving high school diplomas, Achieve 3000 data, Think Through Math data, READ180 data, ARC credit recovery data, GED exam data, and CTE site offerings. Minutes from meetings with Public Works on the Youth Opportunity Program.	Diploma-bound students are offered a comprehensive curriculum to meet their educational needs. Students who lack grade-level skills are enrolled in math and reading intervention programs. Students may qualify to participate in ARC credit recovery program to get back on track for on-time graduation.	None	LACOE: Continue to refine and expand current programs that are offered at the camps and halls. LACOE and Probation: Select and build 6-8 additional CTE programs at designated camp and hall schools by June of 2014.	≥90% of the camp and hall schools offers the four instructional pathways.	70%-89% of the camp and hall schools offers the four instructional pathways.	<70% of the camp and hall schools offers the four instructional pathways.

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Instructional Program, Delivery and Materials 19. Redesign the JCS curriculum to capitalize on integrated use of instructional minutes. Deliver the instructional program in a comprehensive, coordinated, collaborative way to more effectively use the school day as well as after school/weekend hours.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Common Core State Standards English curriculum for the second semester of the 2013-2014 school year Two-year Common Core State Standards implementation plan Common Core training sign in sheets and agendas Freedom Schools application Freedom Schools development and planning meetings, agendas, and notes	Schools are beginning to request additional English and mathematics courses with the passage of Assembly Bill 631. Implementation of Year 2 - Educational Programs Common Core Plan. LACOE staff continues to be trained on Common Core State Standards. LACOE hired two instructional specialist teachers to assist and coach teachers with implementation of the curriculum and intervention programs with fidelity.	All new teachers and administrators have not yet participated in the Common Core State Standards trainings.	LACOE and Probation: Continue planning for the expanded Freedom Schools program during the 2014 Summer Intersession.	The Juvenile Court School (JCS) curriculum has been redesigned to capitalize on integrated use of instructional minutes. ≥ 90% of randomly sampled classrooms implements the redesigned curriculum with fidelity.	The Juvenile Court School (JCS) curriculum has been redesigned to capitalize on integrated use of instructional minutes. 70%-89% of randomly sampled classrooms implements the redesigned curriculum with fidelity.	The Juvenile Court School (JCS) curriculum has not been redesigned to capitalize on integrated use of instructional minutes. <i>and/or</i> <70% of randomly sampled classrooms implements the redesigned curriculum with fidelity.

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Instructional Program, Delivery and Materials 20. Implement a plan to coordinate camp curriculum, the use of instructional materials and resources so that youth transferring from site to site do not miss instruction and are able to experience continuity to their instructional program. Reduce the amount of student instructional time lost due to interruptions, missing class, arriving late, or being removed from class due to behavior problems and attending medical, dental, and court appointments; and other reasons as determined by Probation.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Absence analysis summary	The average daily attendance at camp schools is greater than 90%. A list of absence reasons has been finalized and will be distributed as soon as the codes have been added to EPIC.	None	LACOE: Continue to implement and provide training on the absence codes and the summary reports.	The Juvenile Court School (JCS) curriculum has been redesigned and ≥90% of randomly sampled classrooms implements the redesigned curriculum with fidelity. ≥90% of the camp and hall schools are textbook sufficient per Education Code. ≥90% of the youth are not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.	The Juvenile Court School (JCS) curriculum has been redesigned, and 70%-89% of randomly sampled classrooms implements the redesigned curriculum with fidelity. 70%-89% of the camp and hall schools is textbook sufficient per Education Code. 70%-89% of the youth is not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.	The Juvenile Court School (JCS) curriculum has (or has not) been redesigned, and <70% of randomly sampled classrooms implements the redesigned curriculum with fidelity. <70% of the camp and hall schools is textbook sufficient per Education Code. <70% of the youth is not missing class, arriving late, or being removed from class due to behavior problems or other reasons within the control of LACOE and Probation.

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Instructional Program, Delivery and Materials 21. Train teachers in developing and delivering thematic, collaborative, project- and problem-based, experiential types of lessons.	LACOE	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Agendas and minutes from Road To Success Academies leadership trainings and meetings. Professional development meetings (including trainings and Saturday Summits), agendas, and sign-in sheets RTSA grant sites PLC agendas and sign-in sheets RTSA standardized technology bundle webinar and purchases for collaboration and students project use RTSA certification meeting agendas and sign-in sheets	Teachers continue to receive project based staff development and common core professional development. Teachers involved in the process of collaboration, reflection, and revision in thematic, interdisciplinary, project-based curriculum. Principals are developing an understanding of instructional leadership through coaching, trainings, and hands-on experience. RTSA certification rubric developed and provides grant awardees with expectations of a high quality educational program. RTSA grant funds support teacher release for collaboration and TIP curriculum development. A standardized technology setup has been identified for all RTSA classrooms.	Common Core has not been integrated into the math curriculum.	LACOE: Create TIP unit plans in ELA and math that align with common core state standards Ensure that new ELD standards are addressed in TIP unit plans and work in tandem with common core standards Continue working with RTSA grant awardee schools and conditional grant awardee schools administration to develop skills and expertise as instructional leaders (Administrators will model lessons) LACOE and Probation: Continue planning for the expanded Freedom Schools program during the 2014 Summer Intersession.	≥90% of the LACOE teachers has been trained to develop and deliver thematic, project-based lessons.	70%-89% of the LACOE teachers has been trained to develop and deliver thematic, project-based lessons.	<70% of the LACOE teachers has been trained to develop and deliver thematic, project-based lessons.

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<p>Instructional Program, Delivery and Materials</p> <p>22. Develop budget proposals to pilot several new instructional delivery models in the juvenile halls and camps as well as in the community, specifically:</p> <ul style="list-style-type: none">Establishing pilot charter schools at two camps – one dependent charter school for girls and one independent charter school for boys.Partnering with neighborhood public schools to create a place for youth returning from juvenile camps to continue in a consistent instructional environment. <p><i>Note:</i> LACOE is no longer pursuing pilot charter schools as it is now implementing the Road To Success Academies program.</p> <p>Partnering with one or more of the 40 WorkSource/One-Stop Centers throughout Los Angeles County to provide CTE/VE in conjunction with academic and pre-apprenticeship programs in camps and apprenticeships and/or jobs in the community.</p> <p><i>Note:</i> LACOE is no longer partnering with WorkSource/One-Stop Centers as CTE programs are part of the Road To Success Academies program.</p>	LACOE	<p>Current Report Status: Partially Compliant</p> <p>Previous Report Status: Noncompliant</p>	<p>Current Evidence LACOE:</p> <p>Road To Success Academies Saturday Summit meetings, agendas, and minutes.</p>	<p>The RTSA Director continues to meet with the Road To Success Academies grant awardees.</p> <p>The Road To Success Academies grant awardees (conditional and provisional) developing their vision statements and themes.</p>	None	<p>LACOE:</p> <p>The Road To Success Academies grant awardees will develop their budgets and order instructional materials.</p>	<p>A pilot look-alike charter school exists at two camp schools—one charter look-alike school for girls at one camp school and one for boys at another camp school. ≥90% of the youth released from camp schools successfully transition to their Individual Learning Plan educational pathway designation.</p>	<p>Only one pilot look-alike charter school exists. 70%-89 of the youth released from camp schools successfully transition to their Individual Learning Plan educational pathway designation.</p>	<p>A pilot look-alike charter school does not exist. <70% of the youth released from camp schools successfully transition to their Individual Learning Plan educational pathway designation.</p>

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Special Education 23. Ensure that the educational service providers are providing a full continuum of services and placements (e.g., resource specialists, special day classes, etc.) required under State law and based on an Individual Educational Program, regardless of whether or not youth attended a public school before they were detained, ordered to camp, or released into the community. For pupils who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Non-public school (NPS) data from the Camps Assessment Unit	LACOE students receive services in accordance with an approved special education local plan and in compliance with the IDEA and state law. The needed continuum of services and placement in the least restrictive environment are provided according to a student’s IEP. NPS information provided to Probation by Stephon Brown. Compliance reports in EPIC, SPED4.	The number of students whose Special Education “status” has not been determined indicates that some Special Education students may not be receiving services.	Continue to provide training for service providers and clerks on the new SPED4 database in EPIC. Continue to ensure that the educational service providers are providing a full continuum of services and placements based on IEPs.	Both of the following are present: A full continuum of services and placements required under state law and based on an Individual Educational Program are provided. Students who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	At least one of the following are present: A full continuum of services and placements required under state law and based on an Individual Educational Program are provided. Students who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	Neither of the following are present: A full continuum of services and placements required under state law and based on an Individual Educational Program are provided. Students who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.

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Special Education 24. Ensure that educational service providers are appropriately supporting special education students with behavioral problems by (a) conducting functional analysis assessments as required by law and (b) developing positive behavioral intervention plans consistent with the Hughes Bill. Emphasize the importance of keeping these youth in their high schools (rather than referring them out) and having counseling conference between school officials and parents/caregivers (rather than through probation officers) wherever possible.	LACOE	Current Report Status: Partially Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Data reflecting the percentage of students receiving behavior support through Behavior Support Plans (BSP), and behavior goals as well as DIS counseling services from LACOE School Psychologists. Special Education numbers w/handicap condition and number of students per service provider.	In order to provide appropriate services to students demonstrating serious behavior problems, LACOE School Psychologists receive Behavior Intervention Case Management training and certification to ensure compliance with the Hughes Bill. As required by law, based on student need and determined by an IEP team, both Functional Behavioral Analysis and Functional Analysis Assessments are competed. Based on the results of these assessments, either a Behavior Support Plan or Positive Behavior Intervention Plan are developed, approved, and reviewed by the IEP team. In addition to these individualized behavior plans, Positive Behavior Intervention Systems are developed and implemented in order to maintain a student in the least restrictive environment.	The number of students with pending Special Education status indicates that some students are not being supported.	Continue to ensure that educational service providers are appropriately supporting special education students with behavioral problems.	≥90% of the special education students with behavioral problems requiring support services is receiving those supports as required by their Individual Education Plan (IEP).	70%-89% of the special education students with behavioral problems requiring support services is receiving those supports as required by their Individual Education Plan (IEP).	<70% of the special education students with behavioral problems requiring support services is receiving those supports as required by their Individual Education Plan (IEP).

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Special Education 25. Train probation officers both in camps and the community on special education and how to advocate for youth with IEPs, where necessary, so educational service providers can improve matching special education students with appropriate services before they enter juvenile halls and camps and when they transition back to the community.	Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence Probation: Sign in Sheets and Agendas	In May 2013, the Probation Department, in collaboration with Disability Rights California, trained 635 staff (managers, supervisors, and line staff) on special education and related services.	None	Probation: Preparations are being made to launch this training in 2014.
Programming for After-School Hours and Weekends 26. Restructure camp and classroom schedules so there is more time for (a) individual program treatment; (b) homework, tutoring, and educational enrichment; and (c) other activities (aligned with youths' individual case plans) before or after class and on weekends.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Freedom Schools development and planning meetings, agendas, and notes Current Evidence Probation: Daily schedules for hall and camp schools	The Freedom School Program has been expanded from the original two camp schools (Miller and Afflerbaugh-Paige) to include five additional camp schools (Scott, Scudder, Gonzales, Jarvis, and Mendenhall). There has been extensive training for district and site level administrators as well as site coordinators, teachers, and paraeducators. Extended Learning Opportunities (ELO), are offering and implementing standardized programs.	None	LACOE and Probation: Continue planning for the expanded Freedom Schools program during the 2014 Summer Intersession.

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≥90% of probation officers, both in camp schools and the community, has been trained in special education and how to advocate for youth with Individualized Education Plans (IEPs).	70%-89% of probation officers, both in camp schools and the community, has been trained in special education and how to advocate for youth with Individualized Education Plans (IEPs).	<70% of probation officers, both in camp schools and the community, has been trained in special education and how to advocate for youth with Individualized Education Plans (IEPs).
≥90% of the camp schools and classrooms schedules has been restructured in accordance with the recommendation.	70%-89% of the camp schools and classrooms schedules has been restructured in accordance with the recommendation.	<70% of the camp schools and classrooms schedules has been restructured in accordance with the recommendation.

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Educational Facilities, Classroom Space, Staffing and Funding 27. Maximize utilization of existing dedicated classroom space, including space currently being used for LACOE storage, as appropriate. Assess specific needs for additional classroom space by site and develop an implementation plan.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE and Probation: Site facility plans Emails and meeting agendas.	LACOE and Probation continuously assess current classroom space to expand programs.	None	LACOE and Probation: Select and build 6-8 additional CTE programs at designated camp and hall schools by June of 2014.	≥90% of the classroom space, where necessary, is available for instructional use. Camp and hall schools needing additional classroom space did assess for specific needs and developed an implementation plan.	70%-89% of the classroom space, where necessary, is available for instructional use. Camp and hall schools needing additional classroom space did assess for specific needs and developed an implementation plan.	<70% of the classroom space, where necessary, is available for instructional use. Camp and hall schools needing additional classroom space did assess for specific needs and developed an implementation plan.
Educational Facilities, Classroom Space, Staffing and Funding 28. Utilize CEO/DPW report on camp reconfiguration to identify opportunities for establishing vocational education shops in juvenile camps; develop budget proposals to develop such space. <i>Note.</i> The original CEO/DPW report was issued and complied with. Probation Senior Director of School Services and LACOE Division Director visit all probation camps no less than quarterly to identify potential vocational classroom space.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	None	LACOE's Division of Student Programs Assistant Director and Probation's Senior Director of School Services visit sites together on a regular basis. Nearly all camps and halls are implementing the Achieving Credit Recovery (ARC) program.	None	LACOE and Probation: Select and build 6-8 additional CTE programs at designated camp and hall schools by June of 2014.	LACOE's Division Director and Probation's Senior Director of School Services visited all Probation halls and camp schools quarterly to identify potential vocational classroom space. As additional space is identified, LACOE and Probation worked together to develop a budget to utilize the space.	N/A	LACOE's Division Director and Probation's Senior Director of School Services did not visit all Probation halls and camp schools quarterly to identify potential vocational classroom space.

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Educational Facilities, Classroom Space, Staffing and Funding 29. Establish standards for the quantity and quality of instructional materials, equipment and technology in each classroom. Establish a capital budget to fund implementation over a three-year period.	LACOE	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Technology Leadership Committee sign in sheets and agendas; Road to Success Technology purchase recommendations; site level technology training sign-in sheets and agendas	Technology Leadership Committee continues to meet on a monthly basis. Instructional Technology Outreach regional leads continue to provide professional development at the camps and halls. The Monitoring for Success plan has provided valuable data on the quantity and quality of instructional materials.	An electronic textbook managing system is not in place.	LACOE and Probation: Continue to work with Information Technology Office and Probation to ensure that all sites have sufficient bandwidth.	Standards for the quality of instructional materials exist, and ≥90% of the materials meets the standards set forth. Standards for the quantity and quality of technology/equipment exist, and ≥90% of the classrooms meets standards set forth. A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment and technology exists.	Standards for the quality of instructional materials exist, and 70%-89% of the materials meets the standards set forth. Standards for the quantity and quality of technology/equipment exist, and 70%-89% of the classrooms meets standards set forth. A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment, and technology exists.	Standards for the quality of instructional materials exist, and <70% of the materials meets the standards set forth. Standards for the quantity and quality of technology/equipment exist, and <70% of the classrooms meets standards set forth. A capital budget to fund implementation for sufficient quantity and quality of instructional materials, equipment, and technology does not exist.
Educational Facilities, Classroom Space, Staffing and Funding 30. Develop an educational staffing plan to ensure that there are adequate numbers of teaching, special education, assessment, counseling, and psychologist staff to meet the needs of youth in halls and camps.	LACOE	Current Report Status: Partially Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Staffing ratios and site staffing profiles Educational Programs internal audit conducted by the Division of Internal Audit and Analysis	A staffing formula has been in place since July of 2012 and was used to determine staffing. LACOE's Superintendent directed the Division of Internal Audit and Analysis to conduct a complete audit of the processes and programs offered at the camp and hall schools.	A comprehensive student academic assessment plan is not in place at the halls and camps. The number of students entering and exiting the halls provides a challenge in meeting the comprehensive needs of all students.	LACOE: Continue implementation plans for each of the recommendations outlined in the audit conducted by the Division of Internal Audit and Analysis.	Staffing formulas exist to ensure adequate numbers of staff to meet the needs of youth and ≥90% of the positions are filled.	Staffing formulas exist to ensure adequate numbers of staff to meet the needs of youth and <90% of the positions are filled	Staffing formulas do not exist to ensure adequate numbers of staff to meet the needs of youth in the juvenile halls and camps.

LOS ANGELES COUNTY OFFICE OF EDUCATION/LOS ANGELES COUNTY PROBATION DEPARTMENT
COMPREHENSIVE EDUCATIONAL REFORM RECOMMENDATIONS
QUARTERLY REPORT (NOVEMBER 2013 TO JANUARY 2014)

QUARTERLY STATUS						
RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS
Educational Facilities, Classroom Space, Staffing and Funding 31. Develop and implement a training plan to ensure that all LACOE instructional staff is appropriately trained in evidence-based practices (EBP) principles and staff skills, such as Core Correctional Practices and Motivational Interviewing. <i>Note:</i> The uses of Core Correctional Practices and Motivational Interviewing have been replaced with the Behavior Management Program model.	LACOE Probation	Current Report Status: Fully Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Sign-in sheets and agendas and handouts for LACOE new manager orientation training LACOE new manager orientation included training on the BMP point module in EPIC	LACOE staff at the camp schools was trained in the Behavior Management Program model	New staff have been hired or reassigned and need to be trained in the Behavior Management Program model.	LACOE and Probation: Continue to provide ongoing trainings for LACOE staff.
Educational Facilities, Classroom Space, Staffing and Funding 32. Develop a three-year financial plan of revenues and expenditures for educational services in the juvenile halls and camps. Ensure adequate funding levels to support LACOE's implementation of the three-year plan.	LACOE Probation	Current Report Status: Partially Compliant Previous Report Status: Partially Compliant	Current Evidence LACOE: Listing of projects and funding sources. Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) trainings.	A three-year financial plan of revenues and expenditures for educational services in the hall and camp schools exists and is current. Alignment of 2014-2015 budget priorities with strategic and division goals.	None	LACOE and Probation: Develop LCAP and submit to State Board of Education. Discuss 2014-2015 fiscal year budget priorities. Schedule regional LCAP stakeholder meetings at school sites.
Educational Facilities, Classroom Space, Staffing and Funding 33. Seek state legislation to revamp the current JCS funding model, which is based on average daily attendance (ADA), to one that (a) is based on a residential service delivery model, (b) reflects the locations of the juvenile halls and camps throughout the County, and (c) fully funds educational services, particularly special education services, that students are legally entitled to receive.	LACOE	Current Report Status: Fully Compliant Previous Report Status: Fully Compliant	Current Evidence LACOE: Agendas, sign- in sheets, LCAP draft template.	Local Control Funding Formula was introduced. Timeline was developed for the LCAP in January.	None	LACOE: Identified leads for the LCAP project. Begin data collection for LCAP. Introduce LCFF and LCAP to site principals Schedule regional LCAP stakeholder meetings at school sites.

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FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
≥90% of the instructional staff has been trained in the Behavior Management Program model.	70%-89% of the instructional staff has been trained in the Behavior Management Program model.	<70% of the instructional staff has been trained in the Behavior Management Program model.
A three-year financial plan of revenues and expenditures for educational services exists and is current. Adequate funding levels are available to support implementation.	A three-year financial plan of revenues and expenditures for educational services exists and is current. Adequate funding levels are not available to support implementation.	A three-year financial plan of revenues and expenditures for educational services does not exist.
LACOE has sought state legislation to revamp the current Juvenile Court School (JCS) funding model.	N/A	LACOE has not sought state legislation to revamp the current Juvenile Court School (JCS) funding model.

LOS ANGELES COUNTY OFFICE OF EDUCATION/LOS ANGELES COUNTY PROBATION DEPARTMENT
COMPREHENSIVE EDUCATIONAL REFORM RECOMMENDATIONS
QUARTERLY REPORT (NOVEMBER 2013 TO JANUARY 2014)

QUARTERLY STATUS							RUBRIC		
RECOMMENDATION	RESPONSIBLE AGENCY	COMPLIANCE STATUS	EVIDENCE	AREAS OF STRENGTH	AREAS OF CONCERN	NEXT STEPS	FULLY COMPLIANT	PARTIALLY COMPLIANT	NONCOMPLIANT
<p>Quality Assurance and Program Evaluation 34. Utilize the four (4) educational outcomes and eight (8) educational performance indicators proposed by the Probation Department for approval by the Board of Supervisors as the starting point for evaluating educational programs and contracts with educational service providers (not teachers). Expect these indicators to change over time based on lessons learned, and actively seek advice from the best researchers in Los Angeles County and beyond to help “grow” the performance measurement system quickly.</p> <p><i>Note.</i> LACOE is not currently using four (4) educational outcomes and eight (8) educational performance indicators to evaluate educational programs because it is obsolete. LACOE is currently using the Interventions Evaluation Model.</p>	LACOE	<p>Current Report Status: Partially Compliant</p> <p>Previous Report Status: Partially Compliant</p>	<p>Current Evidence LACOE: Report of students receiving high school diplomas, Achieve 3000 data, Think Through Math data, READ180 data, ARC credit recovery data, GED exam data, and CTE site offerings.</p> <p>LACOE Board minutes and agenda</p>	<p>Two instructional coaches were hired to help oversee, monitor, and implement LACOE assessment, intervention, and supplemental programs.</p> <p>Presented Program Monitoring and Evaluation progress to LACOE Board in January 2014.</p>	<p>Some sites are not fully implementing assessment, intervention, and supplemental programs.</p>	<p>LACOE and Probation: Provide quarterly status updates to the Board of Education on the progress of the recommendations stemming from the Program Monitoring and Evaluation process.</p> <p>Provide Probation Commission with an update on CERC.</p>	The four (4) educational outcomes and eight (8) educational performance indicators are being used as a starting point for evaluating educational programs and contracts with educational service providers (not teachers).	N/A	The four (4) educational outcomes and eight (8) educational performance indicators are not being used as a starting point for evaluating educational programs and contracts with educational service providers (not teachers).
<p>Quality Assurance and Program Evaluation 35. Amend the Probation Department’s memorandum of understanding with LACOE and any existing and future contracts with educational service providers to require monthly or quarterly reporting of the prescribed educational outcomes and performance indicators.</p>	LACOE Probation	<p>Current Report Status: Fully Compliant</p> <p>Previous Report Status: Fully Compliant</p>	<p>Current Evidence LACOE and Probation: MOUs</p>	<p>The Probation Department’s MOUs with LACOE and other educational service providers amended.</p> <p><i>Note.</i> No additional MOUs were added during this reporting period.</p>	None	<p>LACOE and Probation: Revisit the MOU concerning LACOE staff lockouts.</p>	The Probation Department’s existing and recent memorandums of understanding with LACOE and other educational service providers have been amended.	N/A	The Probation Department’s existing and recent memorandums of understanding with LACOE and other educational service providers have not been amended.

PRIORITIES OVER THE NEXT FEW MONTHS

As the lead agencies spearheading the education reform effort, the Los Angeles County Office of Education (LACOE) and the Los Angeles County Probation Department (Probation) remain committed to this endeavor and will continue to focus on the following priorities over the next few months:

1. Road To Success Academies (RTSA)

LACOE is committed to systematically replicate many of the successful practices currently in place at Scott/Scudder and McAuliffe. A RTSA Grant has been developed to incentivize schools to pursue the implementation of a RTSA at their particular schools within a two-year timetable.

Five Elements of RTSA:

1. Core Educational Program
2. T.I.P.
 - a. Thematic Instructional Framework
 - b. Interdisciplinary Curriculum
 - c. Project-Based Learning
3. Embedded instructional community partnerships to enhance curriculum
4. Pathways to higher education
5. Instructional and leadership coaching

During the 2013-2014 school year, six schools received the RTSA Grant: Central, Gonzalez, and McAuliffe (Cohort I) and Los Padrinos, Miller, and Munz/Mendenhall (Cohort II). Cohort I schools are currently participating in the planning phase of the RTSA implementation process. The planning phase includes the development of the school's vision and mission, attending professional development, and drafting timelines and budgets. These Cohort I schools will develop the unit plans for the first two themes by the end of June 2014. The goal is for these particular schools to fully implement the RTSA model and be certified as RTSA by the end of the 2015-2016 school year.

The Cohort II schools are currently participating in the pre-planning phase of the RTSA implementation process. During the 2013-2014 school year, these schools will receive an initial orientation of the RTSA model while they continue to strengthen their core instructional program: core subjects, tiered interventions in reading and mathematics, credit recovery, Positive Behavior Intervention Support (PBIS), Professional Learning Community, and Career Technical Education. These Cohort II schools will participate in the comprehensive RTSA planning phase during the 2014-2015 school year. Additionally, the schools will develop the unit plan for first theme by the end of June 2014. RTSA Cohort II will identify pilot classroom implementation for 2014-2015. The goal is for these Cohort II schools to fully implement the RTSA model and be certified as RTSA by the end of the 2016-2017 school year.

The remaining schools or Cohort III schools (Afflerbaugh-Paige, Kirby, Nidorf, and Rockey) will apply for the RTSA Grant for the 2014-2015 school year. Each school's application will determine if during Year 1 the school will participate in the planning phase (two-year plan) or the pre-planning phase (three-year plan) of the RTSA model implementation. The long-term goal is for these schools to fully implement the RTSA model and be certified as RTSA by the end of the 2017-2018 school year.

2. Aftercare

LACOE, Probation, Department of Mental Health, and Department of Health Services will continue to work collaboratively through Supervisor Molina's Aftercare Planning Committee to provide practical, comprehensive case plans for all youth. In January 2014, Probation began Aftercare training for all partner agencies, including LACOE. LACOE is currently making technical revisions to the Student Information System (SIS) or EPIC and the Individual Learning Plan (ILP) or Education Plan, as well as procedural changes to school operations that impact Aftercare processes. Also, LACOE has created a position (counselor) within the Division of Pupil Services (DPS) to provide technical support to all LACOE staff members involved in the Aftercare process and implement an accountability system to ensure that all Aftercare files meet the established quality standards.

In February 2014, LACOE formed an Aftercare Committee, led by the newly assigned counselor in DPS. The purpose of the committee is to conduct school site visits and review Aftercare processes and procedures. The Aftercare committee is also auditing Aftercare files to ensure that each student's Education Plan is sound and reasonable. The Aftercare Committee will visit all sites by the end of April 2014. LACOE had retrained all counselors (academic, transition and support) on Aftercare processes and expectations.

3. Freedom Schools

Afflerbaugh and Miller schools had success in piloting the Freedom Schools program between June 24, 2013, and July 26, 2013. The overall success of the program, based on both qualitative and quantitative data, generated interest and commendations from several media outlets, such as the *Los Angeles Times*. United States Secretary of Education Arne Duncan tweeted about the *Los Angeles Times* story and Supervisor Mark Ridley-Thomas' Web story.

LACOE has formed a committee, including LACOE and staff from other agencies, to plan for the expansion of the Freedom Schools program to additional schools during the summer of 2014. In January 2014, LACOE and Probation selected the following school sites to participate in Freedom Schools: Miller, Afflerbaugh, Rockey, Gonzales, and Scott. The committee continues to work collaboratively to enhance the curriculum, align it to the Common Core State Standards, and plan in preparation for the June 23, 2014, start date.

CASEY A. SETTLEMENT AGREEMENT UPDATE

The Technical, Compliance, and Advisory (TCA) Team visited McAuliffe several times during the distinct reporting period and provided updates on the Action Plan in the following 13 areas. The team has expressed

Area 1. Administration, Leadership and Management

Administration, Leadership, and Management continues to be in substantial compliance. The TCA Team is satisfied with the principal and the progress she has made thus far in transitioning into her new assignment. The school's assistant principal overseeing Special Education has implemented new procedural strategies in this area, which maintain the school's course toward substantial compliance in Area 6 below. A comprehensive sustainability plan developed collaboratively among LACOE, Probation, and the TCA Team, is being refined to ensure administrative effectiveness and sustainability.

Area 2. Data Management

Data Management is one of the three areas where room for improvement remains. Accordingly, a series of revisions have been made to the existing student information system (EPIC). EPIC continues to provide LACOE administration and teachers easy access to data to drive instructional planning and delivery. Recently, behavior modules and new behavior queries have been added to EPIC in order to monitor and analyze data in support of our Positive Behavior Intervention and Support (PBIS) program. On July 1, 2014, LACOE will replace EPIC with Aeries, a robust student information system that will enhance LACOE's data housing and reporting capabilities. McAuliffe, in particular, will immediately benefit from Aeries as the data sets in Aeries will help increase the quality and productivity of McAuliffe's professional development and Professional Learning Communities.

Area 3. Instruction

Instruction is one of the three areas with room for improvement. Nonetheless, McAuliffe has dramatically improved the quality and consistency of instruction since the first day of the agreement. The school has taken the necessary steps to establish targeted professional development for its teachers and enforce expectations related to instructional planning and lesson delivery. Moreover, McAuliffe was one of three schools that received the RTSA grant. The school is in year one or the planning phase of the grant, which includes planning themes and projects and ordering the technology, equipment, and materials necessary to carry out the elements of Project-Based Learning.

Area 4. Literacy

The Literacy component of the Action Plan continues to be in substantial compliance. In March 2014, McAuliffe welcomed a new instructional media specialist. The literacy program upholds dedicated reading times during the school day in the living units, as well as during classroom visits to the library. Also, students continue to participate in monthly themed writing and art contests and e-reader clubs. In the after school program, Probation-contracted personnel uses Achieve3000 as its primary curriculum and directs two of the school's Kindle clubs. In addition, Probation recently placed its third order for new books for McAuliffe's dorm libraries.

Area 5. Positive Behavior Support

Positive Behavior Interventions and Supports (PBIS) is one of the three areas with room for improvement. Recent adjustments to EPIC (for data reporting purposes) and PBIS protocols have enhanced the quality of this intervention. McAuliffe administrators and Probation personnel continue to collaborate regularly to discuss referral and suspension data, as well as to discuss strategies to further implement PBIS and BMP (Probation's Behavior Management Program). These collaborative meetings ensure student behavior expectations are mirrored throughout the facility, during the school day, and outside of school. Weekly discussion topics are covered by school and Probation staff to consistently remind students of the school's motto: *Be Safe, Be Respectful and Be Responsible*. McAuliffe will extend its relationship with the University of Oregon to intensify the PBIS training.

Area 6. Special Education

Special Education continues to be in full compliance. Special Education services are provided to students by utilizing a collaborative approach that ensures services to assist students in gaining access to, and making progress in, the general education curriculum. Teachers are working collaboratively to develop aligned lesson plans, as staff members in the Special Education department are critical members of each instructional team. The assistant principal overseeing Special Education continues to reinforce expectations that Individualized Education Plan (IEP) meetings be held in a timely manner and services provided to students as outlined in the IEP.

Area 7. Career and Technical Education

Career and Technical Education (CTE) continues to be one of the school's most vibrant programs. 90 percent or more of the students at McAuliffe are enrolled in a least one semester of CTE during their enrollment at the school. Enrollment in CTE has recently experienced a slight increase as more students have been cleared or approved by Probation to participate in the hard-skills (tools) CTE curriculum. The school is currently exploring the addition of Silk Screening to the CTE curriculum. The existing curriculum includes Landscaping, Building Skills, Culinary Arts, Industry recognized Occupational Safety and Health Administration (OSHA) and ServSafe certification, AdvancePath career and college preparation, and college courses through Los Angeles Mission College. In January of 2014, Mission College administered on-site college entrance exams for students seeking enrollment for the spring semester.

Area 8. Special Activities

The area of Special Activities continues to be in substantial compliance. LACOE and Probation continue to emphasize incentive programs that enhance student behavior, success, and morale. Discipline-related data collected by LACOE and Probation is positive and indicates that the quality of the incentive programs is high and that the programs continue to significantly reduce student behavior problems. For example, students in the Culinary Arts program prepare the meals for our planned Special Activities, which encourages peer-to-peer involvement and recognition.

Area 9. Transition and Aftercare

LACOE, Probation, Department of Mental Health, and Department of Health Services continue to work collaboratively through Supervisor Molina's Aftercare Planning Committee to provide practical, comprehensive case plans for all youth. In January 2014, Probation began Aftercare training for all partner agencies, including LACOE. LACOE is currently making technical revisions to EPIC and the Individual Learning Plan (ILP) or Education Plan, as well as procedural

changes to school operations that impact the Aftercare processes. Also, LACOE has created a position (counselor) within the Division of Pupil Services (DPS) to provide technical support to all LACOE staff members involved in the Aftercare process and implement an accountability system to ensure that all Aftercare files meet the established quality standards.

In February 2014, LACOE formed an Aftercare Committee, led by the newly assigned counselor in DPS. The purpose of the committee is to conduct school site visits and review Aftercare processes and procedures. The Aftercare Committee is also auditing Aftercare files to ensure that each student's Education Plan is sound and reasonable. The Aftercare committee will assist McAuliffe's counselors and administrators to ensure that expectations related to Aftercare tasks and responsibilities are met.

Area 10. Partnership

Partnership continues to be in substantial compliance. One partnership in particular, *It's Time 4 Kids*, has been a valuable and critical piece of PBIS. Boy Scouts of America continues to provide its services to our students regularly and is the newest partner of the Taskforce Committee, along with *Paving the Way Foundation* and *Learning For Life*. The partnership between LACOE and Mission College continues to thrive with continued course offerings in History and Health and regular college entrance exam testing.

Area 11. Safety and Crisis Management

The Safety and Crisis Management area continues to be in substantial compliance. McAuliffe continues to implement a safety program for contraband in cooperation with Probation. Probation continues to implement a safety and security check of all people coming into the facility, including staff. The school's PBIS team has drafted procedures for addressing sexual harassment and bullying for both students and staff to ensure that all members of the school community are reassured that safety is a top priority. McAuliffe staff members recently attended the yearly Suicide Prevention training. Additionally, all staff members continue to utilize school radios as outlined in the school safety plan and video cameras in each of the classrooms. This latter security feature adds an extra security measure for students and staff.

Area 12. Discipline and SHU

Discipline and Special Housing Unit (SHU) has recently experienced improvements and is now considered to be in substantial compliance. LACOE and Probation continue to work closely in monitoring that students in the SHU receive appropriate educational services. In July, the SHU policy was revised to ensure minors were not inappropriately placed in the SHU for any reason, including being placed there for behavior management purposes. The new SHU policy requires that a minor's behavior and criteria for placement in the SHU be accurately documented. New protocols within the PBIS program have been instituted to monitor student behavior before and after placement in the SHU.

Area 13. Sustainability and Quality Assurance

Sustainability and Quality Assurance continue to be integrated in the day-to-day operations of the educational program. LACOE recently submitted a revised Sustainability Plan, which aligns with Probation's Sustainability Plan, to the TCA Team. The TCA Team has reviewed the proposed Sustainability Plan and provided feedback. LACOE is in the process of creating the final version, which includes all input and suggestions from various stakeholders. The plan will be presented to the TCA Team this month for final approval and subsequent presentation to the ACLU.