

# Juvenile Justice and Delinquency Prevention Commission San Mateo County, California

## Camp Kemp School Inspection Report 2019

### School Inspection

Date of this Inspection: May 20, 2019 \_\_\_\_\_

Date of Last Inspection: May 22, 2018 \_\_\_\_\_

Facility Name: Camp Kemp \_\_\_\_\_

Contact Person: Sibane Parcels, Principal \_\_\_\_\_

Address: 400 Paul Scannell Dr, San Mateo, CA 94402 \_\_\_\_\_

Phone Number: (650) 312-5323 \_\_\_\_\_

### Executive Summary: Overall Impressions, areas of commendation and areas for improvement

#### Summary

Camp Kemp's school serves female youth. Some are in relatively long detention at the facility. Some are part of the Girls Empowerment Program (GEP) and not in detention. Camp Kemp has excellent teacher-student relationships and provides a challenging curriculum while meeting students at their current skill level.

This year's inspection focused on Title 15 compliance given its recent adoption January 1, 2019. The requirements only apply to the youth in detention, not to the GEP students.

#### Commendations

Camp Kemp has **great teachers** who create a **positive, trauma and culturally sensitive learning environment**. Teacher student relationships are positive. The **teaching quality** is high, providing the students a **challenging curriculum** while **scaffolding** developing skills.

**Technology** is used in the classroom and includes **online access**, which lets students research, learn to analyze information, and produce documents in-class.

SMCOE is directing money in the upcoming year towards English language learners. The **English Language Learner** paraprofessional will be in the classroom every day for a half-day next year. This year the paraprofessional was in the classroom 1 day/week.

#### Areas for Improvement

As at Hillcrest, the school and institutions need to provide **vocational learning** opportunities.

We suggest the school and institutions clarify Title 15 requirements for **re-entry planning** so as to best prepare a youth's transition to their home-school.

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While GEP students are not required to be served under Title 15 and are not under the mandate of the JJDC, we strongly urge the school to **provide GEP students with the content of the 3-day Orientation at Hillcrest.** This as an issue of equity and part of a comprehensive education.

**Preplanning for 2020 Inspection**

Provide a spreadsheet of Measures of Academic Progress (MAP) test results for students who are at the YSC for a total of 3 or more months to assess grade level improvements and the sufficiency of required supplementary education per Title 15.

**§ 1370. Education Program**

Number of Full-Time Instructors: 2 Average Classroom Size: 7

Number of Tutors (Paid? Volunteer?): 0 Max Classroom Size: 15

Frequency of Substitute Teachers: Rare Number of Youth on Independent Study: 0

Number of Youth Attending School: 12 Number of Youth Not Attending School: 0  
(week of 7/7/19)

Number of Full-Time Instructional Aides: 0 Next year, the school will increase the aide staffing from 0.2 (which is equivalent to 1 day/week to .5 (which is equivalent to ½ day every day).

Describe the atmosphere of the classrooms: The walls of the English classroom teach content and an attitude of cultural empowerment.

Adequate supplies, books, paper, computer?  Acceptable  Unacceptable:  
The classrooms are well-stocked and all students have laptops which are often used during class.

Are youth given access to computers/internet?  Yes  No  
Provide details (when, purpose, supervision): Students use Chromebooks in class in all subjects. They use them to do web research, write, create PowerPoints, etc. The use is supervised by probation staff who monitor their activity via a computer portal at the back of the room.

Describe the relationship between school staff and juvenile hall staff: Camp Kemp is nurturing environment where school and juvenile hall staff work together to serve youth needs.

Describe the relationship between school staff & students: The relationship is warm and supportive.

Describe access to school for youth confined to their rooms: At Kemp, students are not confined on the unit. If that were to happen for a given student, the school would provide the student with a daily assignment.

When is school held on the unit instead of in the classroom? Never

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**Title 15 Updates**

Are youth immediately enrolled in school upon admittance to Camp Kemp?  Yes  No

Explain enrollment, orientation and starting classes: Previous to the Camp Kemp school, all detained youth at Camp Kemp begin at Hillcrest where they receive the 3-day orientation that all Hillcrest students receive. Just before starting classes at Camp Kemp, all youth and their parents have a one-on-one meeting which serves as their orientation to the Camp Kemp school.

While outside of the scope of the JJDP's inspection responsibilities, we note that the girls in the Girls Empowerment Program, who are not detained but attend Camp Kemp, do not have this 3-day orientation. This orientation provides valuable information for students.

Immediately upon enrollment, does the school have the youth's records from his/her prior school(s), including, but not limited to, transcripts, Individual Education Program (IEP), 504 Plan, state language assessment scores, immunization records, exit grades, and partial credits.  Yes  No

Because Camp Kemp youth have been in detention at juvenile hall, all records are present at enrollment in Camp Kemp.

Is an educational plan developed within five school days?  Yes  No  
This is done during the 3-day orientation at the Hillcrest campus.

Is the educational plan discussed with youth and modified as needed after discussion?  Yes  No

Describe how Hillcrest educational records and prior records are forwarded to the next school? The receiving school requests the student's records and programs students. If a student has an IEP, the school requests a transitional IEP meeting with the student's receiving school to do a hand-off.

Is there a developed re-entry plan for youth's educational transition?  Yes  No  
SMCOE does re-entry planning. Parents/guardians and youth meet in-person with the district's Attendance and Welfare Office to re-enroll and program students' classes at their receiving school. There is also a 90-day check that the student is still enrolled and attending school.

The probation officer provides targeted support to help a family overcome re-enrollment obstacles and to ensure the student is in compliance with the education requirements of their contract. However, Probation has not yet defined a pro-active protocol for all students.

We would like re-entry planning to include connecting the student with a staff member at the receiving school to minimize drop-out risk so that the student meets the guidance counselor, finds extracurriculars, knows about on-campus tutoring, etc.

Do teachers use culturally responsive/trauma-informed approaches during instruction?  Yes  No

Explain: Teachers are trained in this area.

Is the learning environment physically, emotionally, and intellectually safe?  Yes  No

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Explain: The classrooms are friendly, with some posters that are culturally congruent and relevant to the youth. Teachers and students are respectful of each other. Teachers validate what students do know and build from their knowledge base. Students feel comfortable asking teachers questions or getting additional help.

Are the youth prepared for high school graduation, career entry, and post-secondary education?  Yes  No

Describe: Camp Kemp requires the same standards for graduation as all California high schools. Students may also do credit recovery independently.

Career-entry education is addressed during the 3-day orientation during with the use of ca.careerzone.org and completion of a career-interests inventory. However, this is limited and neither the school nor the JJDPC believe it is sufficient for Title 15 compliance.

Is positive behavior management used to reduce the need for disciplinary actions?  Yes  No

Explain: Students are trained to self-regulate, including taking time-outs in class. This is typically effective. The next level would be to talk to a probation staff member present in the classroom.

Are the High School Equivalency Tests available to youth?  Yes  No

Are youth who do not demonstrate sufficient progress towards grade-level standards given supplemental instruction?  Yes  No

Explain: The Title 15 clause states "Supplemental instruction shall be afforded to youth who do not demonstrate sufficient progress towards grade level standards." We are not able to interpret the words "supplemental instruction" and BSCC was not able to provide guidance. As lay-people, we define "supplemental" as instruction that is additional to normal class-time. The school's approach is to have ELL and ILP aides available to all students and to have teachers use teaching techniques that makes information available to all students regardless of skill-level. This approach is based in the reality that (almost) all students are below grade level.

Because the intent of this clause is to progress students towards grade-level standards, we suggest using MAP results to track students over time. This will allow all to evaluate whether the current approach is effective.

Are all youth treated equally, and are they free from discriminatory actions?  Yes  No

Does staff refer to transgender/intersex youth by their preferred name and gender?  Yes  No

Is education available to youth regardless of classification, housing, or security/disciplinary/separation status, including room confinement?  Yes  No

Are youth informed of post-secondary education and vocational opportunities?  Yes  No

Explain: Camp Kemp students (other than participants in the Girls Empowerment Program) go through the 3-day orientation at Hillcrest which provides this content.

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Is there collaboration with post-secondary education providers to facilitate access to educational and vocational opportunities for youth using technology?  Yes  No  
Explain: No post-secondary educational opportunities include technology.

Does this include access to technology for educational purposes on unit?  Yes  No  
Explain: Students use Chromebooks on-unit to complete homework and credit recovery.

**English Learners**

How are limited English-speaking students identified and served? How soon are these services provided once the student has been identified as non-English proficient?

Limited English proficient students are identified through interaction with counseling staff during the 3-day orientation and through MAP testing. They are served immediately. However, the extent to which they are served has been limited by allotted hours for the ELL teacher. These hours will significantly increase next year.

**Post High School/GED**

Are there educational opportunities for youth who have completed high school/GED?  Yes  No

Describe: Educational opportunities are offered through Project Change which is an elective program for college credit. Project Change offered three courses this year: Keys to Success was offered twice this year as an 8-week course for 1 hour each time the class met; Creative Writing was offered once this year as an 8-week course and was held twice a week for 3 hours each time the class met; Psychology was offered twice this year as an 8-week course and was held twice a week for 3 hours each time the class met. Approximately 15-20 students from Hillcrest and Camp Kemp (combined) participated in each. These classes are held during the school day.

Are youth given info/counseling on community college and four-year college options?  Yes  No  
Describe: This is covered in the 3-day orientation at Hillcrest.

Are youth given information/counseling about financial aid options for college?  Yes  No  
Describe: This is covered in the 3-day orientation at Hillcrest.

Are youth given resources for college entrance exam prep when appropriate?  Yes  No  
Describe: As at Hillcrest, students are not prepared for college placement exams.

Are youth able to take courses for college credit online?  Yes  No  
Describe: There is no use of technology in currently-offered college classes. However, many community colleges and trade-schools offer courses online such that the school and institutions could benefit from this opportunity.

**Special Education/IEP Programs**

Describe how students with possible need for special education (those without previous testing, IEP or 504 plans) are identified?  Yes  No

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Students are identified for possible testing through multiple methods: teacher referral, a court order by the judge, or a suggestion by the youth's probation officer.

The Youth and Education Law Project (YELP) suggests evaluating previous school failure, MAP testing results, and talking with parents also be used to identify students.

Are all of these students tested?  Yes  No

Describe any obstacles to testing: None

How many youth in the facility have an Individualized Education Program (IEP)? 4 or 5 out of 12 total

How many students in the facility have 504 plans? None

Do special ed teachers participate in lesson planning/curriculum development in mainstream classes?  Yes  No

General and special education teachers constantly communicate about student needs. Special Education teachers go into the classroom at Camp Kemp. All teachers including Special Education teachers receive training and professional development together.

Are regular IEP meetings held?  Yes  No

Describe: For students with an IEP, the first meeting occurs within the first 30 days. The school also conducts annual and triennial testing, per Ed Code. The school complies with IEP standards.

Are parents notified of these meetings?  Yes  No

Are parents permitted to attend these meetings?  Yes  No

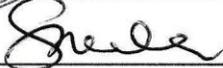
Describe the most common obstacle to IEP compliance: The main IEP obstacle is students arriving with out-of-date testing with an imminent due date.

**Signature of Commissioner(s) preparing school report**

Melissa Wilson /s/ Melissa Wilson Date: 10/29/19

Valerie Gibbs /s/ Valerie Gibbs Date: 10/29/19

Doug Winter  Date: 10-29-19

Monroe Labouisse  Date: 10-29-19

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**SCHOOL INTERVIEW RESOURCES**

Doug Winter interviewed 3 youth:

Both girls housed at Camp Kemp and girls in the Girls Empowerment Program were interviewed.

Overall, the girls seemed positive about their education needs being met. The students indicated that the teachers were engaging and felt the teachers cared about their schooling. The girls seemed to feel the teachers at Camp Kemp were more accommodating than at Hillcrest. They felt the environment was more relaxed. One student felt class could be kept too quiet and that she found class could be “high strung” and “anxiety provoking”. The student felt if she were allowed to listen to music then she would be more comfortable.

A girl from the day program felt she was missing out on “the real high school experience”. The student felt the program was too long and wanted to know if she could be released. When asked if she had spoken to her attorney, she stated she knew she had one, but didn’t know how she can contact her. A commissioner found out and told her assigned attorney. The student added that she did not believe the program would appropriately prepare her for college.

Generally, the girls like the use of the computers. Computers are used on a daily basis. Some students would like to use more of the packets - specifically in math. The girls report that with the computer-based math programs they can get stuck on a certain problem set and they have to wait as the teacher goes around to each individual student.

Students reported feeling engaged in class and enjoyed the experiments they do (currently experimenting on fish). There are also some flower planters that the girls can care for and sometimes go out and draw the flowers.