

**California Division of Juvenile Justice Summary Education Program Report
for School Year 2008-2009**

Section I. Introduction

Background

During December 2002, Mr. Stephen Acquisto, Deputy Attorney General, California Department of Justice contacted Dr. Tom O'Rourke and Dr. Robert Gordon to conduct a review of the California Youth Authority educational program with two objectives: 1) to evaluate the CYA general and special education programs based on thirteen areas of inquiry; and 2) to provide specific comments and recommendations regarding the current status of the educational program in each of the areas of review.

The DJJ Education Branch used the findings of this review and other information to develop the education section of the Consent Decree Remediation Plan (dated March 1, 2005). There were six major sections in the Education Services Remedial Plan:

- I. Overview, Philosophy, and Program Policy
- II. Staffing
- III. Student Access and Attendance
- IV. Curriculum
- V. Special Education / Record Keeping
- VI. Access to State Mandated Assessments

Review Process:

The Consent Decree required that a specific monitoring process for the Education Services Remedial Plan be established and implemented that directly monitored and measured compliance with and progress towards meeting implementation of decree requirements by the CYA. Dr. Tom O'Rourke and Dr. Robert Gordon were asked to develop standards for monitoring and to conduct site visits using a standardized monitoring instrument.

The reviewers have conducted site visits during four monitoring cycles, from September 2005 through March 2006, from September 2006 through April 2007, from October 2007 through March 2008 and from October 2008 through May 2009 at the following DJJ operated schools:

DJJ High School

James A. Wieden High School
Johanna Boss High School
**DeWitt Nelson High School
N. A. Chaderjian High School
*Marie C. Romero High School
Mary B. Perry High School
Lyle Egan High School
Jack B. Clarke High School

DJJ Youth Correctional Facility

Preston Youth Correctional Facility
O. H. Close Youth Correctional Facility
DeWitt Nelson Training Center
N. A. Chaderjian Youth Correctional Facility
El Paso de Robles Youth Correctional Facility
Ventura Youth Correctional Facility
Heman G. Stark Youth Correctional Facility
Southern Youth Correctional Reception and Center Clinic

* This facility was closed before completion of the 2008 cycle

** This facility was closed before completion of the 2009 cycle

- Initial visits were announced and communicated to the Education Services branch and the sites being visited.
- Each of the facilities was provided with copies of the Education Services Remedial Plan and copies of the monitoring instrument that was based on the six (6) major areas of the plan.
- In July 2006, July 2007, June 2008, and June 2009, training was provided to Central Office personnel and site-based administrators in order to provide a framework for audit preparation prior to the site reviews.
- As a part of the 2006-2007, 2007-2008 and 2008-2009 review cycles, all sites were notified to send specific written reports and other relevant documentation to the reviewers two weeks prior to their site visit.
- Each education site was visited and reviewed for compliance with the specific items noted in the Remedial Plan using the standardized monitoring instrument.
- A four-part approach was used by the reviewers to obtain information in order to monitor progress toward compliance with the Consent Decree:
 - 1) Review of system level written materials (e.g., WASC reports, DJJ policies, annual reports, school improvement plans, school site plans, course standards, course guides, lesson plans, course syllabi, Special Education Manual, and other supporting documents);
 - 2) Review of site generated data, including special education records, individual student IEPs, attendance data, school closing data, special management unit documents, class rolls, school schedules, high school graduation plans, psychological evaluations and other educational reports and documents;
 - 3) Interviews with central office administrators, site based administrators, counselors, teachers, other support staff and students; and
 - 4) Observations of classroom activities, student movement, and special management programs, including mental health and other restricted programs.
- The written materials reviewed provided data collected since the beginning of the school year being audited. Interviews with educational personnel provided staff perceptions of the strengths and needs of the education program. Analysis of this information, together with direct observations, resulted in a series of findings regarding compliance with the requirements of the consent decree in the areas of general and special education.

Findings

At the conclusion of each review, an exit conference was conducted. The reviewers met with the site administrators and provided verbal feedback regarding the general findings of the audit. No written documentation or report was provided to the site at the exit conference.

A detailed Remedial Plan Site Compliance Report was prepared for each site. These reports were provided by the reviewers to Special Master, Donna Brorby within 30 days of the site visit. Special Master Donna Brorby then submitted copies of the reports to representatives of plaintiffs and defendants.

On the Remedial Plan Site Compliance Reports, findings on each item reviewed consisted of a compliance rating and specific written comments supporting the rating. The report used the following compliance ratings:

Substantial Compliance (as defined in Consent Decree)-“if any violations of the relevant remedial plan are minor or occasional and are neither systemic nor serious”

Partial Compliance - elements of the remedial plan compliance are evident, but not to a sufficient degree to meet the standard of substantial compliance

Non-compliance-compliance is not evident and/or the level of compliance does not meet minimal requirements of the remedial plan

Not Applicable – item was not monitored at the site because the specific standard did not apply

Not Audited – item was found in substantial compliance system wide for two consecutive audits and was not reviewed in this audit cycle

Because of the relatively brief time involved in the actual site reviews, the reports are limited in their ability to provide ongoing descriptions and should be utilized as only one source of information for indicating progress by the DJJ facilities towards meeting consent decree requirements.

Content of the Summary Education Program Report:

The content of this report is in three parts:

- I. **Introduction-** background on the development of the Education Services Remedial Plan, its inclusion in the Consent Decree and the methodology of the Remedial Plan review process
- II. **Summary Report** – report indicating the compliance ratings on specific items in the Remedial Plan for each school program reviewed
- III. **Major Commendations & Recommendations** – statements regarding areas of progress during the current audit cycle as well as areas needing improvement in order to achieve full compliance with the requirements of the Consent Decree

Section II. Summary Reports

The summaries of the reviewers' findings are found in the attached table:

Table: **California Remedial Plan Site Compliance Report**

- I. Overview, Philosophy, and Program Policy
- II. Staffing
- III. Student Access and Attendance,
- IV. Curriculum,
- V. Special Education,
- VI. California High School Exit Exam

On this table, the name of each site and the date of its review are shown at the top of the column. The items reviewed are listed by each of the six (6) areas and the compliance rating for each item (substantial, partial or non compliance) is shown. Items not audited during this cycle are noted in the far right column.

To further indicate compliance levels, the report is color coded, with items that are noncompliant highlighted in red, items that are partially compliant highlighted in yellow, and items that are substantially compliant or non-applicable left white.

Section III. Major Commendations & Recommendations from 2008-2009 reviews

The following commendations and recommendations are made by the reviewers to assist the Division of Juvenile Justice (DJJ) in attaining full compliance with the Consent Decree requirements. The commendations and recommendations are organized according to the six areas in the Education Services Remedial Plan.

I. Overview, Philosophy & Program Policy

Commendations:

- The DJJ is commended for continuing to have all of its school sites accredited by the Western Association of Colleges and Schools.
- The DJJ core curriculum continues to meet the Content Standards for the California Public Schools.
- The development of High School Graduation plans at 5 of 6 sites indicates that progress is being made in planning for students to meet graduation requirements.
- All students are screened and provided English language services. All teachers are now SDAIE or CLAD certified.

Recommendations:

- The DJJ must appoint a permanent Superintendent of Education to provide the leadership necessary to attain full compliance with consent decree requirements.
- The DJJ must fill the vacant central office education positions or update the Educational Central Office Organizational Chart. The use of term limited positions greatly inhibits the DJJ in recruiting qualified staff to fill vacant positions.
- Community feedback is needed to evaluate the success or failure of the DJJ educational programs. A feedback system must be developed to determine whether students released from the DJJ are enrolled in school, employed or recidivated.
- All students must be prepared for transition to the community. The transition services provided to students 90 days prior to release from the facility should be standardized. Inconsistency in transition services was evident at all sites audited.

II. Staffing

Commendations:

- Progress is being made in hiring teachers that hold valid California teaching credentials. Highly qualified teachers in the appropriate fields are being provided at all facilities, with the exception of the Lyle Egan High School.
- A competitive salary schedule has been adopted and continues to be reviewed annually to enable the DJJ to attract qualified teachers to the system.
- Each high school with a restricted program has a minimum of 2 school psychologists.
- In special education testing, the length of time from referral to report completion has improved significantly.

Recommendations:

- Staffing patterns and allocations for general and special education teachers must be examined and brought into compliance with remedial plan requirements.
- Fire Camps should be required to comply with mandates of the Remedial Plan in order to meet IDEA, California Department of Education and Remedial Plan requirements.
- Additional substitute teachers are needed at the Egan site to prevent class cancellations due to teacher absences.
- Immediate steps must be taken by the DJJ Central Office to reduce the time required to fill vacancies.

III. Student Access and Attendance

Commendations:

- All sites have provided in-service training on SCT policy and procedures and documentation of the development of a SCT tracking system.
- All schools have documented that the SCT identifies, refers and assesses students not previously identified as eligible for special education services, including those students in restricted settings.
- The DJJ is commended for the development of Cooperative Agreements between custody, education and treatment to ensure access to education programs.
- The DJJ is commended for their efforts to implement the “Program Service Day”.

Recommendations:

- Written policy and procedures require that students who fail to make adequate progress toward high school graduation must be referred to the School Consultation Team (SCT). All sites must follow procedures and use the standardized SCT forms.
- Teachers must be provided daily feedback as to the location of absent students and the reasons for their absences. DJJ Central Office staff must develop standardized attendance reporting procedures to be followed system wide.
- Teachers assigned to the Alternative Behavior Learning Environment (ABLE) classrooms must follow established guidelines. DJJ must develop a monitoring system to ensure consistent implementation of the ABLE behavior management system at each site.
- Student attendance fails to meet remedial plan requirements.
- Instructional programs for both regular and special education students in the restricted settings are inadequate. Student access, staff and adequate instructional space must be provided in order to ensure equal educational opportunities for these students.
- Schools must provide a full range of alternatives for students to complete their education, including students on the restricted units. The 240 minute school day, with full access to vocational, special education and GED programming, must be provided. Access to the GED program must be expanded; current policies restrict students from GED program enrollment.
- Student enrollment in vocational classes continues to be very low. These vocational resources must be fully utilized to ensure that students receive employment skills necessary to prepare them to re-enter the community.

IV. Curriculum

Commendations:

- DJJ staff is commended for maintaining compliance with items 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.13, 4.14 and 4.23 for two consecutive years.
- All schools are commended for demonstrating compliance in using educational technology, including distance learning and global classroom courses.
- The 5 year strategic plan and reading initiative continue to be implemented by all schools.
- The DJJ continues to meet all California Department of Education and Western Association of Schools and Colleges (WASC) standards for textbooks, library books and educational supplies.
- Technical job studies and surveys for vocational course planning have been instituted statewide.
- Significant improvements are noted in the efforts of site-based administrators to conduct quarterly teacher observations that document evidence of instructional planning, use of course syllabi and delivery of the state approved curriculum.

Recommendations:

- Administrators must consistently document their review of evidence of the use of course syllabi, units of instruction and lesson plans.
- Updated educational policies must be made available electronically at all facilities.
- A schedule for policy reviews must be established and published to ensure that all policies are being reviewed in a timely manner.
- Administrators must provide leadership in monitoring the mini-libraries on the living units. Librarians need to take more responsibility in maintaining inventory and selecting books.
- The automated library system must be fully implemented at all sites.
- Distance learning technology must be provided to students on the restricted units. Technology must be used to increase educational service hours without compromising security for students segregated from the general population.
- Yearly progress on the 5-year Strategic Plan must be formally documented by DJJ Central Office staff.

V. Special Education

Commendations:

- DJJ educational staff is commended for maintaining satisfactory compliance ratings for all schools on the following audit items during the 2008-2009 monitoring cycle:
 - 5.10 Sites have been able to consistently document that all revised assessment procedures and standards have been met.
 - 5.11 Sites have been able to consistently document on-going training of staff in revised assessment procedures including county intake processes.
 - 5.17 Programs have been able to document that special education eligibility determinations are being made prior to the actual IEP meeting.
 - 5.23 Sites have documented that Education Stakeholders' meetings continue to be held on a quarterly basis.

Recommendations:

- There has been a decrease in the efforts by DJJ staff to monitor compliance with Education Remedial Plan requirements for IEP development and implementation. Review of the most current central office organization chart indicates that one of the two Regional Services Specialists has been reassigned. This reassignment has reduced internal on-site review and correction of non-compliance issues in special education IEP development and implementation. The Educational Services Remedial Plan states, *“To address on-going monitoring efforts, the Regional Program Specialists will conduct at least quarterly reviews of schools on a rotating basis as part of the CYA Master Calendar schedule. More frequent site reviews will be necessary to establish compliance and can be reduced to quarterly as maintenance efforts are assured.”* (Page 42) The continuation of an effective internal compliance monitoring system is necessary to ensure that DJJ will satisfactorily maintain the following special education IEP requirements:
 1. Alignment of goals/objectives
 2. Periodic progress or benchmark reviews
 3. Consideration of the least restrictive environment
 4. Transition services
 5. Compensatory services
 6. Accommodations and modifications in general education classrooms
 7. Accommodations and modifications in living unit and treatment settings(Education Services Remedial Plan, pages 40-41).

The 2008-2009 Education Audit indicates that, after three years of monitoring, the DJJ has failed to achieve satisfactory ratings in the provision of a full continuum of services. School programs failed to provide all segments and services listed in IEPs. Schools failed to document consideration of related services/transition planning and have not implemented a system for documenting IEP progress reviews. Five (5) of the six (6) schools failed to meet remedial plan requirements for the provision of compensatory services. DJJ must maintain an internal monitoring system to identify and remediate special education compliance issues before problematic issues become systemic. This self-monitoring process is key to the provision of meaningful special education services that meet Educational Services Remedial Plan requirements. The reduction in the number of staff assigned to monitor special education IEP development and implementation and the resulting failure of DJJ to correct procedural and IEP related issues will continue to result in non-compliant ratings. Steps must be taken to comply with IDEA 2004 and IEP related requirements as stated in the Educational Services Remedial Plan.

- DJJ Central Office staff must update the current Special Education Manual to include changes mandated by IDEA revisions and No Child Left Behind legislation. The 2004 reauthorization to IDEA required major updates to the DJJ Special Education Policy Manual. The policy updates and changes were sent to the CDCR-Division of Juvenile Justice Policy, Procedures, Programs, & Regulations Unit during the fall of 2008. The manual has been in the vetting process since that time and the DJJ Supervisor of Correctional Education/Special Education reported that the document is in the final stages of review. As of June 3, 2009, the policy changes had not been signed or authorized by DJJ staff. This failure to fully comply with educational audit compliance item 5.1 must be addressed and corrected immediately.
- All special education students must be provided with a full continuum of placement options to include all segments and services listed in the student’s IEP, including access to GED and vocational programming when such services are identified as service needs by the IEP team. All sites must provide general education classes and ensure that time; frequency and duration of all service requirements indicated in IEPs are met.

- All students on the special management units, including special education students, must be offered a full continuum of services to include access to a 240 minute instructional day.
- All DJJ facilities must develop and maintain a standardized system for tracking compensatory obligations (to special education students) created by school removals or denial of access to educational programming. Documentation of compensatory obligations and the provision of those services must be maintained by the school principal and monitored for compliance by DJJ Central Office staff.

VI. California High School Exit Exam

Commendations:

- Documentation of adherence to the statewide testing schedule has been established. DJJ is commended for maintaining substantial compliance in this area at all sites.
- All schools have successfully demonstrated that students taking state mandated exams receive appropriate accommodations, modifications or variations as a part of testing procedures in accord with DJJ guidelines.
- For two consecutive monitoring cycles, all schools have demonstrated the ability to provide the students failing at least one part of the CAHSEE exam with remediation related to test items.

Recommendations:

- Schools must provide a full range of alternatives for students to complete their education, including students on the restricted units. The 240 minute school day, with full access to vocational, special education and GED programming must be made available to all students.
- Student access to GED programs should be expanded; current policies restrict students from getting into the GED program.
- Site-based administrators must be held accountable for providing a full range of alternatives to students unable to obtain a high school diploma.

Additional comments:

Policies and Procedures

The Education Services Manual, which contains more than 100 pages, is divided into four chapters. These chapters include policies in the areas of Administration, Personnel, Operations, and Curriculum, Instruction and Assessment. Each chapter is subdivided into policy sections which more than adequately address operational requirements for the schools and school system. The policies provide the direction and support needed for the Superintendent of Education to manage and operate the Education Services Branch of the Department of Juvenile Justice.

The 116 page California Education Authority Special Education Manual was revised by Department of Juvenile Justice staff in October 2006 to conform to the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, California Education Code Section 5600 and Farrell-v-W. Allen III RG03079344. The manual is divided into individual sections that include policy statements and implementation directions.

The format in both manuals includes a general policy statement with staff procedures to be followed to meet the specific standard. It is very clear what the expectations are for the system and who is responsible to see that they are carried out. The policies, as written in both manuals, enable the Education Services Branch of the DJJ to operate as a local education agency as established in statute. (W&I Code 1120.2).

The concerns of the reviewers are the following:

- All education policies should be accessible on line.
- Numerous educational policies are being ignored or selectively implemented. These findings are noted in each of the audit reports.
- A significant number of Temporary Departmental Orders are currently in place. These orders are in effect until the development of policies and regulations is completed. It is imperative that these orders be converted to policy.
- The Special Education Manual should be reviewed and updated as DJJ staff implement specific IDEA 2004 implementation requirements in the areas of student eligibility, assessment, and IEP and Transition plan development.

The Education Services Branch of the Department of Juvenile Justice has a full complement of policies available to administer and provide oversight of the educational program. Adherence to these policies will enable the DJJ to meet the mandates of the education section of the Consent Decree Remediation Plan.

Conclusion

In summary, five of the six Department of Juvenile Justice school programs have made meaningful progress towards meeting the mandates of the remedial plan as noted in the California Remedial Plan Site Compliance Reports October, 2008 –May, 2009. The DJJ continues to have all sites accredited by the Western Association of Colleges and schools and have a core curriculum in place that meets the content standards for the California Public Schools. The schools continue to make progress in planning for students to meet graduation requirements and provide English language services to all eligible students. The competitive salary schedule has enabled the DJJ to attract and retain a qualified teaching staff. Student Consultation Teams have become more proactive in identifying student's needs as well as providing services to students not previously identified for special education programming. The DJJ is commended for developing cooperative agreements between custody, education and treatment to assist and remove barriers to the 240 minute school day. The addition of a 5 period school day and the case

conference day supports student's full access to the educational program. As noted earlier in the report schools are making progress in special education documentation.

Continued progress is expected to occur when the DJJ identifies and appoints a full time Educational Superintendent and fills all vacant central office positions noted in the current organizational chart. This should provide consistent leadership, direction and supervision of the educational program. The DJJ must take all necessary steps to provide a safe and secure school environment for students and teachers in all schools before the mandates of the remedial plan can be fully met.

California Remedial Plan Site Compliance Report								
Area : EDUCATION		Reviewers: Dr. Tom O'Rourke, Dr. Robert Gordon			From October 2008 through May 2009			
Ratings: SC = Substantial Compliance		PC = Partial Compliance		NC = Non-Compliance				
SC or N/A-no highlight		PC- yellow highlight		NC- red highlight				
	Site	Chaderjian	Boss	Egan	Wieden	Perry	Clark	ALL SITES
	Date of Review	10/22/08	10/24/08	01/14/09	02/11/09	05/13/09	05/15/09	2008-2009
Items Reviewed								
I. Overview								
1.1	Schools meet WASC accreditation standards							Not Audited
1.2	Curriculum meets CA state standards							Not Audited
1.3	High School Graduation Plans in records	SC	SC	NC	SC	SC	SC	
1.4	Semi-annual reviews of High School Graduation Plans	SC	PC	NC	NC	PC	SC	
1.6	Progress being made toward high school diplomas	NC	PC	NC	NC	PC	SC	
1.7	English Language Learner screening & services	SC	SC	PC	SC	SC	SC	
1.8	Transition planning (90 days prior to release)	SC	SC	NC	SC	PC	SC	
II. Staffing								
2.1	Teachers hold valid CA credentials and teach in-field	SC	SC	NC	SC	SC	SC	
2.2	Adequate credentialed staff in content areas for graduation	SC	SC	NC	SC	PC	SC	
2.3	Recruitment plan for education staff and 2 recruiters	PC	PC	NC	PC	SC	SC	
2.4	Time between education vacancy and hiring	PC	SC	NC	PC	NC	SC	
2.5	Pool of substitute teachers = 15% of teaching staff	SC	SC	NC	SC	SC	SC	
2.6	Class not cancelled due to teacher absence/lack of substitutes	NC	SC	NC	SC	SC	SC	
2.7	In-field teacher used for teacher vacancy of 45 days	SC	SC	NC	PC	SC	SC	
2.8	Psychologist and related service providers available for input	PC	SC	SC	SC	PC	SC	
2.9	Time from referral for testing and report completed	SC	SC	SC	SC	PC	SC	
2.10	Time from referral for related services to service delivery	SC	SC	SC	SC	SC	SC	
2.11	2 school psychologists for each restricted program							Not Audited

	Site	Chaderjian	Boss	Egan	Wieden	Perry	Clark	ALL SITES
III. Student Access & Attendance								
3.1	Standardized Academic Calendar meets CA requirements							Not Audited
3.2	Standardized Academic Calendar-basis of student services	SC	SC	NC	SC	SC	SC	
3.3	Policy & practice-all students enrolled within 4 days	SC	SC	NC	SC	SC	SC	
3.4	Registrars request records on new students within 4 days	SC	SC	SC	SC	PC	SC	
3.5	Students meeting GED criteria have GED opportunity	PC	SC	PC	SC	NC	SC	
3.6	SCT services for students with academic/ behavioral problems	SC	SC	PC	SC	PC	PC	
3.7	SCT records of interventions and referrals	SC	SC	SC	SC	PC	SC	
3.8	Students not making academic progress referred to SCT	PC	SC	SC	SC	NC	SC	
3.9	Development of SCT tracking system	SC	SC	SC	SC	SC	SC	
3.10	Documentation of progress reviews of SCT plans	SC	SC	SC	SC	PC	SC	
3.11	SCT logs show follow-through on eligibility testing	SC	SC	SC	SC	SC	SC	
3.12	Students referred from SCT receive special education testing	SC	SC	SC	NA	SC	SC	
3.13	SCT training (procedures, roles & responsibilities, forms)	SC	SC	SC	SC	SC	SC	
3.14	Teachers informed of missing student's whereabouts	SC	NC	NC	SC	SC	SC	
3.15	Document school attendance for previous 30 days	NC	NC	NC	SC	NC	NC	
3.16	Cooperative Agreements to ensure students' attendance	SC	NC	PC	SC	SC	SC	
3.17	Quarterly reviews of school attendance by Executive Team	SC	NC	NC	SC	SC	SC	
3.18	Plans (due 4/05) to remediate deficient attendance	SC	NC	PC	SC	SC	SC	
3.19	Quarterly corrective action plans for high absence rates	PC	NC	PC	SC	SC	SC	
3.20	Policy & procedure to eliminate class cancellations	NC	SC	NC	SC	SC	SC	
3.21	Teacher records indicate whereabouts of missing students	SC	NC	PC	SC	PC	SC	
3.22	Exclusion from school forms have complete data	SC	SC	SC	SC	SC	SC	
3.23	Observation of students not being sent to school	PC	NC	NC	PC	PC	SC	
3.24	Accurate attendance data in WIN database	PC	NC	SC	SC	SC	SC	
3.25	Mgmt team monthly review of attendance data	SC	NC	NC	SC	SC	SC	
3.26	Performance expectations on attendance (due 7/05)	SC	SC	PC	SC	SC	SC	
3.27	Training on attendance expectations	SC	SC	SC	SC	SC	SC	
3.28	Implementation of attendance policy & procedures (due 12/05)	SC	NC	NC	SC	SC	SC	
3.29	Incentives developed for increased school attendance	SC	SC	PC	SC	SC	SC	
3.30	Annual state school calendar implemented							Not Audited
3.31	Yearly calendar w/44 student advising/case conference days							Not Audited
3.32	Adequate instructional space	SC	SC	NC	SC	SC	SC	
3.33	Structured classroom behavior management system	SC	SC	SC	SC	SC	PC	
3.34	Alternative behavior management classroom at each site	SC	SC	NC	SC	SC	SC	
3.35	Staff training on behavior management system	SC	SC	SC	SC	SC	SC	
3.36	Behavioral goals for spec. ed. students-restricted programs	PC	NA	PC	SC	NA	NA	
3.37	Use of small classrooms (adequate size) in restricted settings	PC	NA	NC	PC	NA	NA	
3.38	Staff ratio & credentialed teachers in restricted settings	NC	NA	NC	PC	NA	NA	
3.39	Instructional program in restricted placements	NC	NA	NC	SC	NA	NA	
3.40	Training provided to staff in restricted settings	SC	NA	SC	SC	NA	NA	

	Site	Chaderjian	Boss	Egan	Wieden	Perry	Clark	ALL SITES
IV. Curriculum								
4.1	Curriculum Guides & policies aligned with CA Education code							Not Audited
4.2	Process to develop and revise curriculum on cyclical basis							Not Audited
4.3	Curriculum guides for all core & vocational classes							Not Audited
4.4	Core Curriculum Guides available in electronic form (due 12/05)							Not Audited
4.5	Schools meet CA & WASC standards for books & materials							Not Audited
4.6	Annual inventory & needs assessment of books & equipment							Not Audited
4.7	Textbooks & library books available in classrooms	SC	SC	SC	SC	SC	SC	
4.8	Books available in mini-libraries on living units	SC	SC	PC	SC	PC	SC	
4.9	Professional development for school leadership personnel	SC	SC	SC	SC	SC	SC	
4.10	Training schedule on new procedures-educ & custody staff	SC	SC	SC	SC	SC	SC	
4.11	Training attendance-new procedures-educ & custody staff	SC	SC	SC	SC	SC	SC	
4.12	Formation of Trade Advisory Committees & quarterly meetings	SC	NC	PC	SC	SC	SC	
4.13	Annual surveys for vocational course planning (due 7/05)							Not Audited
4.14	Annual Career Technical job studies to evaluate CTE program							Not Audited
4.15	Use of technology at each site (due 6/05)	SC	SC	SC	SC	SC	SC	
4.16	Distance learning courses meet CA Content Standards	SC	SC	SC	SC	SC	SC	
4.17	Use of Global Classrooms distance learning (due 6/06)	SC	SC	SC	SC	SC	SC	
4.18	Distance learning provided in restricted units	SC	NA	NC	SC	NA	NA	
4.19	Automated library system at each HS (due 6/06)	SC	SC	SC	SC	NC	SC	
4.20	Teachers use course syllabi & lesson plans	SC	SC	PC	SC	SC	SC	
4.21	Quarterly teacher observations using revised rubric	SC	SC	PC	SC	SC	SC	
4.22	5 year strategic plan & reading initiative implemented	SC	SC	SC	SC	SC	SC	
4.23	Policies revised to reflect operational changes							Not Audited
4.24	Education policies available electronically (due 6/06)	NC	NC	SC	SC	SC	SC	

	Site	Chaderjian	Boss	Egan	Wieden	Perry	Clark	ALL SITES
V. Special Education								
5.1	Special Education Policy Manual revised & available (due 9/05)							Not Audited
5.2	Files transferred & services implemented in 4 days	SC	SC	NC	SC	SC	SC	
5.3	Screening provided and referrals for psychological testing	SC	SC	SC	NC	PC	SC	
5.4	Teachers identify special ed students in classrooms	SC	SC	SC	SC	SC	SC	
5.5	Referral for testing-update eligibility; reports complete & timely	SC	SC	SC	SC	PC	SC	
5.6	Site has full continuum of placement options	NC	NC	NC	PC	PC	PC	
5.7	Continuum of services available in restricted settings	NC	NC	NC	PC	PC	PC	
5.8	Segments & services listed in IEPs are provided	NC	NC	NC	PC	PC	PC	
5.9	Accuracy & completeness of special education data system	SC	SC	PC	PC	SC	SC	
5.10	Assessment procedures updated & standardized	SC	SC	SC	SC	SC	SC	
5.11	Training and reports of assessment completion rates	SC	SC	SC	SC	SC	SC	
5.12	Procedures standardized, including county intake (due12/05)	NC	PC	PC	SC	SC	PC	
5.13	Clinics-agreements with Intake & CS on providing IEPs	PC	SC	SC	SC	SC	SC	
5.14	Procedures for Intake & CS on providing IEPs	NC	NC	NC	SC	SC	SC	
5.15	Pre-existing valid IEPs implemented	PC	PC	SC	SC	SC	SC	
5.16	Changes in IEPs documented w/rationale	PC	PC	SC	SC	SC	SC	
5.17	Eligibility determined prior to IEP meeting	SC	SC	SC	SC	SC	SC	
5.18	IEP eligibility meetings held timely & with notices, participation	PC	SC	SC	SC	SC	SC	
5.19	IEPs include consideration of related svc/transition planning	PC	PC	NC	SC	PC	SC	
5.20	Training on specific topics for special ed teachers							Not Audited
5.21	System of IEP progress reviews implemented	NC	SC	NC	SC	PC	NC	
5.22	Compensatory special education svc provided when needed	PC	SC	NC	PC	NC	PC	
5.23	Education Stakeholders' Committee w/quarterly meetings	SC	SC	SC	SC	SC	SC	
5.24	Training to education and custody staff on Spec Educ Manual							Not Audited
5.25	Regional Prog Specialist site reviews of spec ed compliance							Not Audited
VI. California High School Exit Exam								
6.1	CA assessment program provided to eligible students							Not Audited
6.2	CYA curriculum in LA & math related to Graduation Test							Not Audited
6.3	Students have multiple opportunities to pass state exam							Not Audited
6.4	Students have appropriate test accommodations /modifications	SC	SC	SC	SC	SC	SC	
6.5	Students with equivalent passing scores- waivers requested							Not Audited
6.6	Students failing test receive remediation	SC	SC	SC	SC	SC	SC	
6.7	Test data is monitored & basis of school improvement plans	SC	SC	SC	SC	SC	SC	
6.8	Students have range of alternatives to complete education	PC	SC	NC	SC	PC	SC	



California Department of Corrections & Rehabilitation
 Division of Juvenile Justice

Proof of Practice

Document Submission

Date: 04/06/2009

The following information is being provided to the Expert(s), the Special Master, and/or other Stakeholders for the following reason(s):

- Informational Purposes Only
- Informational Purposes and *Feedback Requested*. Due Date for Requested Feedback: _____
- Approval from Experts Required*. Due Date for Requested Feedback: _____
 See the _____ Remedial Plan, page number ____.
- Special Request from _____

Name	Section #	Item #	Due Date	Description	
Remedial Plan	Safety & Welfare	6	2a	10/01/06	"Statewide standards for Program Service Day"
			2c	Various	"Program Service Day schedule for core program"
			6	Various	"Program Service Day schedule for BTPs"
	Mental Health	5	18	--	"Develop Program Service Day Schedule for MH living units"

Name and Description of Submitted Document(s)	1 – Policy Bulletin Number 08-03 for Program Service Day (1 page); 2 – Program Service Day policy (6 pages).	TOTAL NUMBER OF PAGES: <u>7</u>
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Justification for Providing Document(s)	These documents constitute updates to the Program Service Day policy and are being provided to the Safety & Welfare and Mental Health Experts for informational purposes.
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Document(s) Submitted to:	Terry Lee	Title	Mental Health Experts
	Eric Trupin	Title	Mental Health Experts
	Barry Krisberg	Title	Safety & Welfare Expert
	Donna Brorby	Title	Special Master

Area Manager	Brigid Hanson	Title	Director, Administration and Operations
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Signature: Brigid Hanson Date: 4/7/09

Area Manager	Juan Carlos Arguello	Title	Mental Health Team Supervisor
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Signature: [Signature] Date: 4/6/09

Area Manager	Tammy McGuire	Title	Safety & Welfare Team Leader
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Signature: Tammy McGuire Date: 4/10/09

DJJ Litigation Rep.	Doug Ugarkovich	Title	Farrell Litigation Coordinator
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Signature: Doug Ugarkovich Date: 4/6/09

POLICY BULLETIN (PB)									
Subject: Program Service Day									
PB Number: 08-03		Approval Date: June 12, 2008							
	California Department of Corrections and Rehabilitation Division of Juvenile Justice	Manual: <input type="checkbox"/> Administrative (YAM) <input checked="" type="checkbox"/> Education Services (ES) <input checked="" type="checkbox"/> Institutions and Camps (I&C) <input type="checkbox"/> Parole Services (PS) <input type="checkbox"/> Special Education (SE)	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Revision #:</th> <th style="text-align: left; border-bottom: 1px solid black;">Section #:</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">3266</td> </tr> <tr> <td style="padding: 2px 5px;">84</td> <td style="padding: 2px 5px;">5600</td> </tr> </tbody> </table>	Revision #:	Section #:	3	3266	84	5600
Revision #:	Section #:								
3	3266								
84	5600								

The purpose of this Policy Bulletin (PB) is to provide all Division of Juvenile Justice (DJJ) Institutions and Camps (I&C) and Education Services (ES) Branch Manual holders with information regarding the attached new DJJ policy for Program Service Day, I&C Manual Section 5600 and ES Manual Section 3266.

The Program Service Day is referenced in three of the six *Farrell* remedial plans – the Safety and Welfare Remedial Plan, the Mental Health Remedial Plan, and the Education Remedial Plan. The Program Service Day is a coordinated schedule of each of the facilities and the programs and services that each facility provides. The intent of the day is to provide flexibility and minimize scheduling conflicts while scheduling youth into school, individual counseling, groups, case conferences, and related activities during the hours when program staff are on duty.

The Programs Work Group – one of three work groups created in response to reform needs and the *Farrell* litigation – submitted a Program Service Day proposal to the Executive Team on January 30, 2008, and the proposal was accepted. At the request of the Chief Deputy Secretary, the Programs Work Group developed an implementation plan, which includes the formulation of a policy.

This PB contains changes to the above reference manuals. To update your manuals, please follow the directions below step by step.

1. Locate the correct manual(s), as marked above.

Remove	Insert	Special Instructions
N/A	<ul style="list-style-type: none"> Program Service Day, Institutions and Camps (I&C) Manual, Section 5600 Program Service Day, Education Services (ES) Manual, Section 3266 	

3. Update the Revision Record Log (first page of the manual) using the revision number reference above.

This cover sheet does not need to be archived in the manual, only the attached items.

Please distribute to interested parties and make additional copies if necessary. Please direct any inquiries to Dolores Slaton, Policy, Procedures, Programs, and Regulations (PPP&R) Unit Manager, at (916) 262-1431.

Brigid Hanson

BRIGID HANSON
 Director
 Administration and Operations

Policy Title: PROGRAM SERVICE DAY



California
Department of
Corrections and
Rehabilitation

Division of
Juvenile Justice

Manual:

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Chief Deputy Secretary (CDS): Bernard E. Warner		Effective Date: 03/31/09	Revision Date(s): N/A	Section(s): <ul style="list-style-type: none"> Education Manual Section 3266 Institutions & Camps (I&C) Branch Manual Section 5600 Replaces: N/A
Subject: Program Service Day				
Authority: Welfare and Institutions Code: <ul style="list-style-type: none"> Section 1712 Section 1120 		Attachments		
		Forms: None	Local Procedures: Local procedures will be submitted to the PPP&R Unit within 90 days of the Chief Deputy Secretary's approval of the DJJ Program Service Day policy. Local procedures will be needed for all Youth Correctional Facilities that are in operation at the time the policy is implemented.	
Policy Statement:	This policy establishes the Program Service Day, which is a coordinated schedule for each facility and the programs and services it provides. The schedule shall provide the structure to ensure all services are accomplished in an efficient manner. It is intended to minimize scheduling conflicts while ensuring that each youth receives necessary treatment/rehabilitative services and is constructively active during the majority of his or her waking hours.			
Scope:	This policy will affect each Division of Juvenile Justice (DJJ) employee, volunteer, and youth within a Youth Correctional Facility, and each external stakeholder who interacts with youth at DJJ facilities.			
Goal(s) & Outcome Measure(s):	Each youth will receive the required services.			
Related References:	<ul style="list-style-type: none"> Education Remedial Plan, as filed on March 1, 2005 Mental Health Remedial Plan, as filed on August 24, 2006 Safety and Welfare Remedial Plan, as filed on July 10, 2006 TDO #07-76, School Day Schedule and Annual Academic Calendar, Sections 3220-3224, ES Manual 			

Policy Title: PROGRAM SERVICE DAY



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Requirements:

- This policy has a training requirement: Yes No
 This policy has an audit requirement: Yes No
 This policy has restricted distribution: Yes No
 This policy requires annual review: Yes No
 This policy requires a local procedure: Yes No

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DEFINITIONS

Dynamic Factors – Those aspects in a youth’s life that can be changed, such as: attitudes, social cognitive skills, education, employment, etc.

Interdisciplinary Treatment Team – The group responsible for identifying the case management plan with a youth. At minimum, it consists of the youth, case manager, youth correctional counselor, education representative, health care professional, and re-entry specialist.

Intervention – A practice that targets dynamic risk factors and/or responsivity factors.


Program – A self-contained service delivery system, including:

- Entrance and exit criteria tied to screening and assessment
- Case planning and management
- Delivery of services inclusive of treatment/rehabilitation and transition/community planning
- Assessment of progress

Responsivity – The ability to deliver interventions in a style and mode that is consistent with the ability and learning style of the youth.

Service – A method, system, or organization for delivering programs to youth in DJJ. Services would include:

- Behavior Management
- Treatment/Rehabilitative Interventions
 - Substance Abuse
 - Mental Health
 - Behavioral Health Interventions
 - Education
 - Vocation
- Activities
- Case Management
- Transition/Community Planning

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GENERAL POLICY STATEMENT

The Program Service Day is a coordinated schedule for each DJJ facility and the programs and services it provides. The schedule shall provide the structure to ensure all services are accomplished in an efficient manner. It is intended to minimize scheduling conflicts while ensuring that each youth receives necessary treatment/rehabilitative services and is constructively active during the majority of his or her waking hours.

RESPONSIBILITIES AND DUTIES

The DJJ Executive Management Team shall:

- Approve all Program Service Day standards prior to dissemination to the field
- Approve the Program Service Day schedule developed at each facility prior to its incorporation into the local operating procedures
- Approve all local operating procedures related to the Program Service Day prior to implementation at each facility
- Ensure that an interdisciplinary team provides training to facility staff on the Program Service Day policy within 60 days of implementation

The Director of Juvenile Programs shall ensure that:

- The standards for implementation of the Program Service Day are developed and submitted for approval
- Execution of the standards and service requirements are monitored monthly following the implementation of the Program Service Day schedule at each facility

The Superintendent, High School Principal, Chief Medical Officer (CMO), and/or designee shall ensure that:

- Local operating procedures are developed within 90 days of the Program Service Day implementation based on the approved standards
- Interdisciplinary Treatment Teams are developed
- Outcomes are being monitored

The Superintendent, High School Principal, and CMO, and/or their designees, will work collaboratively to ensure that the responsibilities and duties regarding the Program Service Day policy and any related procedures are met.

Policy Title: PROGRAM SERVICE DAY



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TRAINING

Employee

1. Each employee with direct contact, care, and/or service for a youth at each Youth Correctional Facility shall receive training on the Program Service Day policy within 60 days of implementation of the policy at the facility.
2. Each new employee at each Youth Correctional Facility shall receive an overview of the Program Service Day policy during New Employee Orientation. Any employee with direct contact, care, and/or service for a youth at each Youth Correctional Facility will be trained on the policy within 30 days of arrival at the facility.
3. Any employee, upon discretion of the Superintendent, High School Principal, and/or Chief Medical Officer (CMO), will receive refresher training as needed.


QUALITY ASSURANCE

The Superintendent, High School Principal, CMO, and/or their designees will collaboratively be responsible for quality assurance as it relates to the Program Service Day policy. The Superintendent, High School Principal, CMO, and/or their designees shall monitor compliance with mandates and report monthly to the Director of Juvenile Facilities and the Director of Juvenile Programs.

Superintendent, High School Principal, Chief Medical Officer (CMO), and/or designee

1. Ensures and reports compliance with education mandates for student enrollment, minimum instructional time, attendance, and access to required curriculum and supplementary services
2. Ensures and reports compliance with treatment mandates for minimal service time, access to required treatment groups, and strategies

BERNARD E. WARNER
Chief Deputy Secretary

Policy Title: PROGRAM SERVICE DAY				
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PROCEDURES

Each facility, under the leadership of the Superintendent, High School Principal, Chief Medical Officer (CMO), and/or their designees, shall develop a Program Service Day schedule for each youth that allows for minimum treatment requirements to be met.

To preserve the integrity of the school day schedule and ensure minimum education minutes are provided to all non-graduates, the start and end times of the school schedule, as established and approved by the California Education Authority (CEA) Superintendent of Education, must be maintained. The Program Service Day schedule also provides flexibility in meeting the needs of any youth who has attained high school graduate or equivalent status.

Local operating procedures shall be developed at each facility within 90 days of implementing the policy. Procedures shall include any processes used to implement the Program Service Day Schedule facility-wide and will indicate 1) who on site will review reports regarding services being met and 2) who is responsible to develop and implement strategies for improvement, if standards are not met. Procedures shall define how the following will be developed and who will be responsible:

- A living unit/facility schedule that depicts structured activities for all waking hours for youth before, during, after school and in the evening
- A schedule that defines the treatment/rehabilitation interventions needed for each youth
- A school enrollment schedule depicting courses needed by each youth to meet education requirements including courses needed to graduate or obtain a GED
- A schedule depicting treatment/rehabilitation interventions that will be offered during the school day. This schedule will be provided to the School Scheduler so that each youth can be scheduled into the requested treatment/rehabilitation intervention periods
- A facility schedule depicting staff assignments for treatment/rehabilitation interventions from all areas to include a list of "back-up staff" to cover the intervention periods scheduled during the school day (similar to substitute teachers)