

## **Appendix D**

Gordon, O'Rourke, *California Division of  
Juvenile Justice Summary Education  
Program Report for School Year 2006-  
2007(May 2007)*

**California Division of Juvenile Justice Summary Education Program Report  
for School Year 2006-07**

**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 two monitoring cycles, from September 2005 through March 2006 and from September 2006 through April 2007, at the following DJJ operated schools:

**DJJ High School**

James A. Wieden High School  
& Sacramento Parole 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 &  
Sacramento Parole  
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

- 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, training was provided to Central Office personnel and site-based administrators in order to provide a consistent framework for preparation prior to the site reviews.
- As a part of 2006-2007 review cycle, all sites were notified to send specific written reports and other relevant documentation to the reviewers 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, students and other support staff; 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 2006/2007 school year. 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 Site Compliance Report and a Summary Report, outlining areas of progress and areas of concern, were prepared. These reports were provided by the reviewers to Special Master, Donna Brorby within 30 days of the site visit. Special Master Brorby then submitted copies of the reports to representatives of plaintiffs and defendants.

On the 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

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 Reports – reports indicating the compliance ratings on specific items in the Remedial Plan for the system as a whole and for each school program reviewed.
- III. Major Recommendations – statements regarding areas needing improvement in order to achieve compliance with the requirements of the Consent Decree.

## Section II. Summary Reports

The summaries of the reviewers' findings are found in two (2) attached tables:

Attachment A                    **California Education Services Remedial Plan Summary 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.)

Attachment A The first column on the table lists specific items selected from the Remedial Plan in each of the six areas. The middle column specifies the auditing method, describing which approaches (e.g., file review, interview, or observation) will be used to determine compliance with each part of the item. In the last column, the findings from the eight (8) site reviews are summarized to provide a system wide picture of compliance levels.

Attachment B                    **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.)

Attachment B On this table, the name of each site and the date of its review is 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.

To further indicate compliance levels, the report is color coded, with items that are non-compliant 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 Recommendations from 2006-2007 reviews

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

#### **I. Overview, Philosophy & Program Policy**

Remedial Plan: The DJJ is required to develop a high school graduation plan and enroll each non-graduate student in an appropriate education program.

- The implementation of the 5 period day is a significant step forward in providing a sufficient number of courses to meet the needs of the student population.
- Development of High School Graduation Plans is increasing; however, most schools failed to conduct the required HSGP semi-annual reviews. School administrators must monitor the process of semi-annual reviews to ensure that students are making progress toward graduation.

Remedial Plan: Students are prepared for successful re-integration into the community.

- DJJ has implemented a transition class as a part of the required curriculum offered to the student population. The sites that were rated as non-compliant should emulate the best practices of sites fully implementing these classes.

#### **II. Staffing**

Remedial Plan: Each high school has adequate credentialed staff to provide instruction in content area courses needed for graduation.

- To ensure consistent staffing ratios, remedial plan staffing allocations need to be revised based on the recent population changes at many of the sites. Allocations must be reviewed and revised by all Remedial Plan participants once the populations stabilize at each site.
- Fire Camps are required to comply with the Remedial Plan. Staffing patterns and allocations at those sites need to be examined and brought into compliance with plan requirements.
- Additional substitute teachers are needed to prevent class cancellations due to teacher absences. Substitute teacher lists were often found to be inaccurate and did not reflect the actual number of substitute teachers available on a consistent basis. Options need to be explored to provide enough qualified substitute teachers in both general and special education.
- Progress continues to be made in the teacher recruitment and hiring process. The DJJ Central Office must explore ways to reduce the time between an education vacancy occurring and the position being filled.

#### **III. Student Access and Attendance**

Remedial plan: All eligible students will have access to any educational programs and supplemental services necessary to ensure successful completion of all high school, vocational, and life skills courses.

- All sites have excellent vocational facilities. Student enrollment in vocational classes continues to be very low. Full utilization of these facilities should be a priority for Central Office and site-based administrators to ensure that students are provided with employment skills to prepare them to re-enter the community.

Remedial Plan: An effective and fully functional School Consultation Team will provide instructional services for students experiencing problems of an academic, social and behavioral nature.

- At almost all of the schools, the SCT is not fully functioning according to DJJ policy and procedures. It is recommended that the model now being used at the Weiden High School be shared with the other sites and replicated.

Remedial Plan: A collaborative memorandum of understanding will be developed by the Directors at each site and signed by each affected Branch Deputy Director delineating a collaborative effort to all programs.

- The last two sites reviewed had received and were implementing the directive issued by the Director of the DJJ assuring cooperative working relationships between custody, education and treatment. It is expected that the other sites will also implement the provisions of the directive prior to the next cycle of site reviews.
- A 5 period school day has been implemented at all sites, but not all students are attending school 5 periods a day. Education and mental health staff should study the feasibility of incorporating mental health services into the school curriculum. This will enable students to earn elective course credit toward meeting high school graduation requirements. The mental health counselor and teacher could work as a team to teach these classes. If teaming is not possible, an additional hour could be added to the school day to enable the counselor to meet with students at the school setting.

Remedial Plan: In order to make satisfactory progress toward high school graduation students must be provided and attend school an average of 240 minutes daily.

- Student absentee rates continue to be unacceptable. All sites received a rating of non-compliance in this area. Strategies outlined in the remedial plan to improve school attendance must be implemented at both the Central Office and site levels (e.g., policy and procedure to eliminate class cancellations, cooperative agreements, plans to remediate deficient attendance, and attendance incentives).

Remedial Plan: Each high school shall use a structured positive behavior management system in each classroom statewide. Within each high school there shall be an alternative behavior management classroom for early intervention short term placements due to classroom or service area behavior problems.

- None of the sites has fully implemented a formal school behavior management system with a highly structured alternative behavior management classroom. Sending youth back to the living units for minor rule infractions is not a good practice. Failure to implement this agreed upon mandate of the remedial plan is a systemic issue that must be addressed.

Remedial Plan: Students in restricted settings will have the same school day as students in the regular school program.

- Instructional programs for both regular and special education students in the restricted settings continue to be inadequate. Additional staff and instructional space must be identified and provided in order to ensure equal educational access to these students.

#### **IV. Curriculum**

Remedial Plan: Educational technology and distance education should be added at all sites to add a wide range of learning modalities and enhance the curriculum.

- Central Office staff, site-based administrators and teachers should continue to explore and expand the use of technology where possible to support the delivery of the school curriculum.
- Distance learning technology must be made available to students in the restricted units. Central office and site based administrators should pursue the use of technology to increase educational service hours without compromising security for students segregated from the general population.

Remedial Plan: Textbooks and library books are available to all students both in the classrooms and on the living units.

- Mini libraries on the units have not been implemented at all sites. This resource, with assigned staff, policy and operational procedures, must be established and fully implemented.

Remedial Plan: An automated library system will be installed at each high school by June 2006.

- The automated library system has not been fully implemented at all school sites. The DJJ must move forward with this initiative.

Remedial Plan: Teacher observations are an integral part in evaluation of the delivery and quality of the educational program.

- Quarterly teacher observations were not being consistently conducted at any of the sites. School administrators must consistently conduct quarterly teacher observations to document evidence of instructional planning, use of course syllabi and delivery of the state approved curriculum. Observations with documentation must be based on the rubric for classroom observation aligned with the California Standards for the Teacher Profession (CSTP).

#### **V. Special Education**

Remedial Plan: The Special Education Manual will meet all state and federal regulations.

- DJJ Central office staff have continued to update the current Special Education Manual to include changes mandated by IDEA revisions and No Child Left Behind legislation. This effort must continue as the California Department of Education adopts and implements the newest changes required by the reauthorization of IDEA.

Remedial Plan: Complete special education files are required to be transferred to the receiving DJJ facility and fully implemented within 4 school days of student's arrival.

- At most sites the system for requiring receipt of complete educational records for all students entering the DJJ system from the community or transferring from one facility to another has not



been fully implemented. Adherence to policies and procedures for records transfer needs to be monitored by Central Office and site administrators.

Remedial Plan: Each DJJ facility must provide a continuum of placement options, including the full range of time, frequency and duration within each option.

- All sites must improve the provision of general education classes in the frequency and duration indicated in IEPs. Central Office and site based administrators must address all of the issues of students' access and attendance in order to achieve compliance with both the consent decree and IDEA requirements.

Remedial Plan: The DJJ school sites are responsible for ensuring that a continuum of available special education services is provided to all eligible students including those assigned to restricted settings.

- A full continuum of services is not being offered to students on the special management units. Students are consistently denied access to a full educational day and compensatory services are less than adequate. All relevant parties must be involved in developing cooperative agreements for the provision of a full school schedule and required compensatory services. The integrity of the school day must be protected while providing for the safety and welfare of all individuals on these units.

Remedial Plan: Eligible students receive the required number of IEP segments and a full instructional day.

- IEPs written by DJJ staff must address how the student's disability affects involvement in the general curriculum. When the IEP requires access to the general curriculum, such access and a full school day must be provided. This item continues to be an issue at most sites. Supplemental aids and program modifications that support the student's involvement in the general curriculum must also be provided.

Remedial Plan: The CYA will assure completeness and accuracy of special education data collection system (including types of disability, number and type of segments, etc).

- Central Office and site-based administrators must not only monitor the completion of reports but also take responsibility for accuracy and timeline expectations to ensure quality control. The ongoing issues of errors in the WIN system and difficulties establishing an interface between the WIN system and the special education data must be resolved.

Remedial Plan: Written policy, procedures, and practice require that the CYA and clinic administrators will work collaboratively with Intake and Court Service units to ensure compliance with regulations regarding the provision of IEPs prior to the acceptance of the physical custody of the student.

- No progress in this area has been noted during the two monitoring cycles that have been completed. Central Office and site-based administrators must develop collaborative agreements between clinic administrators and intake and court service units regarding IEPs of incoming students and implement them immediately.

Remedial Plan: Special education students were provided services according to requirements of pre-existing valid IEPs.

- If specified in the student's pre-existing IEP, schools must provide students with access to a full instructional day. Any IEP change must be made by the IEP committee with adequate documentation or rationale. Efforts in this area were found to be substandard in many of the facilities.

Remedial Plan: When there is no IEP, special education eligibility will be determined and team meetings will be held in a timely manner. Required participants will be in attendance. IEP notices are sent as required and required participants are present. If regular education teachers are not there, ensure that they are made aware of IEP provisions.

- Special education eligibility documents must be kept current according to guidelines. Expired or off timeline IEPs cannot support continued eligibility and must be reviewed by the IEP team.
- IEP meetings must be held within the prescribed time frame and documentation must be maintained indicating that regular education teachers not present at the IEP meetings were made aware of the IEP provisions for students in their classes.

Remedial Plan: Special education files must include consideration of need for related services and/or transition planning.

- In the development of special education transition plans, there is a need to document the acquisition of functional skills and hands-on-knowledge that would enable the student to re-enter the community and continue education or training. IEPs reviewed at all sites contained transition goal outcomes that were vague and not measurable. Teachers are aware of transition plan limitations and express optimism that form revisions expected as a result of the new IDEA requirements would enable them to address this deficiency. Templates and checklists covering transition plan development requirements have been provided by the reviewers to Central Office and site-based administrators and are currently being reviewed for implementation.

Remedial Plan: The DJJ shall develop and implement a system to provide for the documentation of student progress related to his/her IEP goals and objectives based on the dates identified on the IEP. The system will ensure that progress reviews are routinely practiced by each special education provider.

- Teachers must document progress reviews of IEP benchmarks and, when necessary, make IEP changes based on progress or lack of progress. Non compliance with this requirement continues to be an issue at many sites.

Remedial Plan: Written policy, procedures, and practice require that compensatory special education services are provided to students if significant gaps of missed service occur or are projected to occur, and if such services cannot be made up during the course of the week or designated period of time.

- Almost all of sites were unable to document the consistent provision of compensatory services to eligible special education students. Student absences create needs for compensatory services that must be addressed. Students housed at the fire camps must have their compensatory needs met immediately.

Remedial Plan: Training on special education will be provided by the DJJ to all education staff and administrators, treatment and custody staff and administrators and other stakeholders starting July 2005. Training will use the approved Special Education Manual, approved forms and data collection systems. The frequency of the training scheduled will be dependent on each individual's role in the process and may vary from quarterly to annually.

- The sites were able to document extensive staff training in all required areas. There is a concern about the effectiveness of the training due to the many deficiencies in meeting consent decree requirements. Central Office and site-based administrators should carefully examine their special education training efforts and develop more focused formal methods of measuring implementation of training objectives.

Remedial Plan: The Regional Program Specialist shall conduct at least quarterly site reviews of each school's special education compliance efforts and status.

- The Regional Program Specialists are now conducting quarterly site reviews at each school. They appear to be monitoring the school's compliance in each special education area covered by the consent decree. Central Office and site-based administrators must develop a system for monthly follow-up on the monitoring recommendations.
- Each Assistant Principal responsible for special education programming should independently conduct monthly direct observations and monitoring of compliance efforts.

## **VI. California High School Exit Exam**

Remedial Plan: Each eligible student in the DJJ shall have access to each mandated educational assessment.

- It is recommended that site-based administrators document the use of data from the statewide testing program to focus on specific goals in each individual school improvement plan.
- Several sites failed to provide a full range of alternatives for students to complete their education. Site-based administrators must provide documentation of efforts to provide all options to students unable to pass the CAHSEE.

**Attachment A**  
California Education Services Remedial  
Plan Summary Report

California Education Services Remedial Plan Summary Report

Reviewers: Dr. Tom O'Rourke, Dr. Robert Gordon

From September 2006 through April 2007

Item	#	Auditing Method	Findings
<b>I. Overview, Philosophy &amp; Program Policy</b>			
All school sites meet WASC Accreditation Standards.	1.1	Verify WASC accreditation status at all school sites. Review WASC records at each site.	All schools are now accredited by the Western Association of Colleges and Schools.
The written policy, procedure and practice document that the CYA core curriculum meets the Content Standards for California Public Schools adopted by the State Board of Education (W&I Code 1120.2)	1.2	The CYA will provide written verification that their courses are California Education Standards driven and that they meet state curriculum standards.	It was documented and confirmed by Glenda Pressley, Acting Deputy Director of the Education Branch, that the courses were California Education Standards driven and met state curriculum standards. All sites continue to be in substantial compliance in this area.
The written policy, procedure and practice document that all non-high school graduates have a High School Graduation Plan. The plan is reviewed semi-annually by education staff for student progress in completing required courses.  Students must earn 200 credits in a range of subject matter consistent with the California Education Code and pass the state required academic assessment in order to qualify for a high school diploma.	1.3	Review 10 or 10%, whichever is greater, of the student records at each site to determine the presence of a High Graduation Plan.	Six sites continue to be in substantial compliance with the requirement to develop High School Graduation Plans for all non-high school graduates.
	1.4	Verify whether semi-annual reviews have been conducted.	Documentation and interviews continue to indicate that the required reviews are not being consistently conducted. Only two sites were in substantial compliance with the requirement for semi-annual reviews of the High School Graduation Plans. Four sites were found to be in non-compliance and the remaining two sites were found to be partially compliant.
Written policy, procedure and practice document that screening and identification are provided to all English learner eligible students and services are provided to enable them to access the core education program.  Students are prepared for successful transition to the community upon release.	1.5/6	Review 10 or 10%, whichever is greater, student records at each site to determine whether progress is being made in meeting high school diploma requirements.	File reviews indicated that students at five of the sites were not making satisfactory progress toward meeting graduation requirements.
	1.7	Review 10 or 10%, whichever is greater, student files of students with a primary language other than English to verify the provision of English Learner services.	Document and file reviews indicated that 6 sites were in substantial compliance with requirements to screen, identify and provide services to English Learner eligible students.
	1.8	Review all files of students within 90 days prior to release to verify that transition planning is being provided to students.	Five of the sites demonstrated that they were consistently providing transition planning to all students within 90 days of release to prepare them for return to the community. The remaining three sites were found to be non-compliant in this area.

II. Staffing		Review all teaching certificates and teaching schedules of personnel. Determine if there are enough courses offered to prepare students for graduation, including the following: English, math, life science, physical science, history, economics, government, art or foreign language, physical education and career-technical.	Document review indicated that at 5 sites all teachers held valid in-field credentials. Observations, interviews and records indicated that 4 of the sites failed to provide enough courses to prepare students for graduation in a reasonable amount of time. Three sites were found to be compliant and the fourth site was rated as partially compliant for their efforts.
Written policy, procedure, and practice require that all teaching personnel hold valid California credentials and work in the field of credential. Each high school has adequate credentialed staff to provide instruction in content areas needed for graduation.	2.1	Review and evaluate the written recruitment plan and the qualifications and use of the 2 recruiters.	Four of the sites were found to be compliant. Three sites were rated as partially compliant in this area and the remaining site was found to be non-compliant.
A recruitment plan is in place to obtain a sufficient number of appropriately credentialed education staff to implement proposed staffing patterns.	2.2	Determine the length of time that positions are vacant and the length of time required to recruit and hire replacement teachers during the monitoring period.	At 5 of the sites, the DJJ hiring process continues to be too lengthy, delaying the implementation of proposed staffing patterns. Two sites were able to identify and hire staff within reasonable time periods.
Written policy, procedures and practice document that qualified substitute teachers are provided for teachers who are absent.	2.3	Determine whether there is a pool of trained substitute teachers and specialists at each site which represents 15% of the permanent teaching staff.	At 6 sites the DJJ did not employ an adequate number of substitute teachers for both general and special education or failed to provide the substitute teachers when needed. It is noted that substitute lists were often found to be inaccurate and did not reflect the actual number of substitute teachers available on a consistent basis.
	2.4	Document class cancellations due to teacher absences that are not covered by substitute teachers.	Class cancellations due to teacher absences (not covered by substitute teachers) continue to be a major problem in the DJJ. Seven of the sites continue to be non or partially compliant in this area.
	2.5	Verify the use of an in-field teacher for any teacher vacancy which exceeds 45 consecutive days.	The DJJ did not consistently provide in-field substitutes for teacher vacancies of more than 45 consecutive days at four of the facilities.
Written policy, procedure, and practice require programs and services to meet the guidance, counseling, testing, social services, psychological and career development needs of students.	2.6	Verify that each facility has a psychologist and related service providers available to ensure psychologist participation in the development of IEPs, administration of psycho-social assessments, and consultation with teachers and staff.	Five sites were identified as being in substantial compliance, two in partial compliance and one site was found to be non-compliant in providing school psychological services. At some sites, psychological services continue to be supplemented by the use of interns.
	2.7	Use a sample of 10 or 10%, whichever is greater, of special education students referred for testing during the monitoring period; determine how long it was from referral to testing and report.	Seven of the programs have demonstrated the ability to complete special education assessments within DJJ allowable timelines.
	2.8	Use a sample of 10 or 10%, whichever is greater, of special education students referred for related services during the monitoring period; determine how long it was from referral to provision of services.	Four programs documented that students referred for speech/language or court-mandated counseling received those related services within the allowable 50 days from the initial referral date. Three schools reported that no students had been referred for related services within 30 days prior to the review and this item could not be rated. One program was found to be non-compliant with this requirement.

ATTACHMENT A

Each high school having a restricted program shall have a minimum of 2 school psychologists.	2.11	Verify employment of 2 school psychologists at schools with restricted programs.	All of the four facilities housing restricted programs provided documentation that a minimum of two school psychologists were employed at the time of the reviews.
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<p><b>III. Student Access and Attendance</b> Written policy, procedure, and practice document that the length of the school year, school day and instructional time are in accordance with the California law and the requirements of the California State Board of Education.</p>	<p>3.1</p>	<p>Verify the existence and implementation of a Standardized 220 day Academic Calendar which provides for at least 240 minutes of instruction each day for each eligible student.</p>	<p>The annual 220 day Standardized DJJ Academic Calendar had been approved by the Director and has been implemented at all sites.</p>
<p>Written policy, procedure, and practice document that educational services are provided to the eligible students based on the system wide Standardized Annual Academic Calendar.</p>	<p>3.2</p>	<p>Verify the existence and implementation of a Standardized 220 day Academic Calendar which provides for at least 240 minutes of instruction each day for each eligible student.</p>	<p>The annual calendar including a 240 minute average instructional day has been implemented at all sites.</p>
<p>Written policy, practice and procedure require that all students will be enrolled into appropriate educational programs within 4 school days of arrival.</p>	<p>3.3</p>	<p>Review 10 or 10% of student files, whichever is greater, to document enrollment in appropriate education programs within 4 school days of arrival for students entering during the monitoring period.</p>	<p>Efforts to enroll students in the educational program within 4 days of arrival remains problematic, with 2 sites in substantial compliance and 6 sites in non or partial compliance with this requirement.</p>
<p>Written policy, procedure, and practice, require that in all sites serving older students, the CYA will have in place a system designed to determine the most appropriate educational placement of students based on individual need.</p>	<p>3.4</p>	<p>Verify that high school registrars request transcripts from any prior school within 4 school days of the student's arrival at the facility for students entering during the monitoring period.</p>	<p>Observation and file reviews indicated that some programs were requesting transcripts within 4 days of the student's arrival, with 4 sites in substantial compliance. The remaining four sites were found to be non-compliant in this area.</p>
<p>Written policy, procedure, and practice require that in all sites serving older students, the CYA will have in place a system designed to determine the most appropriate educational placement of students based on individual need.</p>	<p>3.5</p>	<p>Review 10 or 10% of student files, whichever is greater, to verify that students meeting criteria for GED preparation are provided the opportunity for classes to prepare for GED testing.</p>	<p>Many students who are not making progress towards the High School diploma are not being provided opportunities to work towards attaining a GED. This area continues to be inconsistent at the DJJ sites, with 4 sites rated substantially compliant, 2 sites rated partially compliant and 2 sites rated non-compliant.</p>
<p>Written policy, procedures and practice require the use of Student Consultant Teams to develop instructional services for students experiencing problems of an academic, social, or behavioral nature.</p>	<p>3.6</p>	<p>Verify SCT committee make up and function. Interview SCT committee members. Interview 10 or 10% of students, whichever is greater, who have been the subject of SCT team meetings to verify the provision of SCT developed instructional services.</p>	<p>DJJ sites continue to lack uniformity in the implementation of the Student Consultation Teams. While improvement is noted with 4 sites receiving substantial compliance, three sites were found to be partially compliant and one site was found to be non compliant in this area.</p>
<p>Written policy, procedure, and practice require that students failing to earn an average of 5 high school credits each month are referred to SCT, Special Education and/or Case Conference Teams.</p>	<p>3.7</p>	<p>Review SCT minutes and records for planned interventions and referral to supplemental service providers.</p>	<p>Documentation at 5 sites indicated substantial compliance in providing interventions and referrals for students reviewed by SCT teams.</p>
<p>Written policy, procedure, and practice require that students failing to earn an average of 5 high school credits each month are referred to SCT, Special Education and/or Case Conference Teams.</p>	<p>3.8</p>	<p>Review 10 or 10%, whichever is greater, files of students not making minimal progress to determine if referrals have been made to SCT (general education students), the Special Education Team (special education students) and/or the Case Conference Team (all students) for evaluation and possible intervention plans.</p>	<p>At 7 sites, the Student Consultation Team (SCT) is not fully functioning according to DJJ policy and procedures. Students meeting criteria for referral were not consistently being served by SCT.</p>



ATTACHMENT A

<p>Written policy, procedures, and practice require that the CYA shall establish a functional SCT tracking system that documents the effectiveness of recommended interventions and provides verification of on-going progress reviews.</p>	<p>3.9</p>	<p>Verify development of the tracking system by April 2005.</p>	<p>At 4 of the sites there was documentation that the SCT tracking system had been developed and fully implemented.</p>
<p>The CYA shall insure that the SCT provides appropriate identification, referral and assessment of students not previously identified as eligible for special education services, including those students in restricted settings for extended periods of time.</p>	<p>3.10</p>	<p>Review 10 or 10%, whichever is greater, of files of students having SCT Intervention Plans for documentation of on-going progress reviews.</p>	<p>At 5 of the sites, there continues to be a lack of or partial documentation of progress reviews of SCT plans.</p>
<p>The CYA shall insure that the SCT provides appropriate identification, referral and assessment of students not previously identified as eligible for special education services, including those students in restricted settings for extended periods of time.</p>	<p>3.11</p>	<p>Review the SCT log at each site for proper documentation and follow-through with students that should be referred for eligibility testing.</p>	<p>Only 3 sites demonstrated substantial compliance in SCT follow-through on students referred for eligibility testing.</p>
<p>The CYA shall provide in-service training on SCT policy and procedures, including the use of standardized SCT forms and staff roles and responsibilities.</p>	<p>3.12</p>	<p>Review each individual student's file that has been referred from SCT for special education evaluation in last 30 days to verify that special education evaluation has been conducted.</p>	<p>Two sites did not have any recent referrals for special education evaluation; all of the remaining 6 sites were found to be in substantial compliance.</p>
<p>The CYA shall provide in-service training on SCT policy and procedures, including the use of standardized SCT forms and staff roles and responsibilities.</p>	<p>3.13</p>	<p>Review in-service training including the outline of topics, the schedule and the dates.</p>	<p>Records reviews indicated that SCT training has taken place at 7 sites since the last review cycle.</p>
<p>Written policy, procedure and practice document that all students who do not possess a high school diploma or GED will attend school each scheduled school day except for verified medical conditions or when the student is an immediate threat to the safety of self or others.</p>	<p>3.14</p>	<p>Verify attendance at staff training. Note the procedure for security and/or dorm personnel to inform teachers of missing student's whereabouts.</p>	<p>Review and observation indicated that teachers were posting absences from their classes on the door for each class period. At 6 sites, there was sporadic or no daily feedback to teachers as to why students were absent from class.</p>
<p>Cooperative agreements exist between education, custody and treatment to ensure students' access to programs. Management teams will implement a program service schedule to allow service needs to be met during the work day/week without loss of mandatory instructional time.</p>	<p>3.15</p>	<p>Review 10 or 10%, whichever is greater, student files to document school attendance for the last 30 school days.</p>	<p>Student absenteeism continues to occur at an unacceptable level; all sites received a non compliant rating in this area.</p>
<p>Cooperative agreements exist between education, custody and treatment to ensure students' access to programs. Management teams will implement a program service schedule to allow service needs to be met during the work day/week without loss of mandatory instructional time.</p>	<p>3.16</p>	<p>Review the cooperative agreements to Ensure students' access and attendance in the school program. Interview staff and students to verify implementation of the agreements.</p>	<p>The remediation plan stated that a cooperative agreement would be developed by representatives from education, custody and treatment in order to ensure student access to instructional programs. File review and interviews indicated that no written agreement existed at 6 sites.</p>
<p>Written policy, procedure and practice document that the Director and Executive Team monitor attendance data quarterly to ensure compliance with laws, regulations and policies.</p>	<p>3.17</p>	<p>Verify quarterly reviews of school attendance reports by Executive Team.</p>	<p>All of the sites were rated substantially compliant on this item.</p>
<p>Facility superintendents and principals will present their collaborative plans to remediate deficient attendance or access by April 2005.</p>	<p>3.18</p>	<p>Review and evaluate April 2005 plans to remediate deficient attendance/access.</p>	<p>File reviews indicated that 3 sites had developed collaborative agreements to remediate deficient attendance.</p>
<p>On a quarterly basis, schools with absence rates of 10% or more will continue to make corrective action plans until absence rate is below 10%.</p>	<p>3.19</p>	<p>Review and evaluate quarterly corrective action plans for sites that have an absence rate of more than 5%.</p>	<p>File reviews did not indicate the existence of quarterly corrective action plans. Seven sites were rated non compliant in this area. The remaining site provided partial documentation of its efforts and was rated as partially compliant.</p>

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<p>Written policy, procedure and practice document that class cancellations will be eliminated except for verified safety or security reasons.</p> <p>The CYA shall devise appropriate criteria for the exclusion of students from school and maintain a daily document that lists the number and names of all students who were excluded from school.</p> <p>The record includes the name of the youth excluded, the name of the person who authorized his or her exclusion, the reason for his or her exclusion, and the duration of the exclusion.</p>	<p>3.20</p>	<p>Review school schedules for the last 30 days. Review WIN Data and verify individual class cancellations at each site.</p> <p>Interview teachers, other staff and students.</p>	<p>Data review indicated that 7 of the sites remain non compliant and 1 site remains partially compliant in eliminating class cancellations except for verified safety and security reasons.</p>
<p>The CYA shall devise appropriate criteria for the exclusion of students from school and maintain a daily document that lists the number and names of all students who were excluded from school.</p>	<p>3.21</p>	<p>Review attendance records of a minimum of 5 teachers to verify that the location of missing students is identified.</p>	<p>At 2 sites, teachers were able to verify the location of missing students. The remaining sites were unable to fully document implementation of established criteria.</p>
<p>The record includes the name of the youth excluded, the name of the person who authorized his or her exclusion, the reason for his or her exclusion, and the duration of the exclusion.</p>	<p>3.22</p>	<p>Review exclusion from school forms at each site for 10 days out of the previous month for completeness of data recorded.</p>	<p>Seven sites are now substantially compliant in this area and are using Exclusion from School forms appropriately.</p>
<p>The attendance system will be integrated into the current WIN Data Base and will reflect accurate student attendance data.</p>	<p>3.23</p>	<p>Observe any students being pulled from class, held back on housing unit, or held over after meals to perform work details.</p>	<p>Improvements in this area were noted. Four sites were substantially compliant during this monitoring cycle. At some facilities, regular and special education students continue to be held back on the housing units for "programming" and for other reasons throughout the day. Three sites were non compliant and one site was partially compliant in this area.</p>
<p>A management team will review monthly data to remove barriers to the 240 minute minimum instructional day.</p>	<p>3.24</p>	<p>Verify existence and accuracy of WIN Data Base attendance information for the last 10 consecutive school days.</p>	<p>There were inconsistencies in the implementation of the WIN Data Base. Seven sites continue to receive partial or non compliance in this area.</p>
<p>Superintendent of Education and the Deputy Director, Institutions &amp; Camps will review policies, data and practices related to education attendance and develop performance expectations by July 2005.</p>	<p>3.25</p>	<p>Review logs and minutes documenting the management team's monthly review of instructional time requirements.</p>	<p>Three of the sites documented substantial compliance with the requirement for management team review of the instructional time requirements. Additionally, three of the remaining sites had progressed to the point that partial compliance ratings were warranted.</p>
<p>Department wide staff training (including staff in restricted settings) will be provided by December 2005.</p>	<p>3.26</p>	<p>Review and evaluate performance expectations on attendance developed in July 2005.</p>	<p>File reviews indicated that performance expectations on attendance had not been developed at 5 of the sites.</p>
<p>Final implementation will take place in December 2005. Policy and procedures will be updated by July 2006.</p>	<p>3.27</p>	<p>Review and evaluate training plan, outline of topics and schedule. Verify staff attendance at the training.</p>	<p>File review indicated that training on attendance expectations had been provided at 4 of the sites. The remaining 4 sites failed to document or reported no training in this area, resulting in a finding of non compliance at those 4 sites.</p>
<p>Instructional teams will be required to develop incentives for increased school attendance.</p>	<p>3.28</p>	<p>Review and evaluate final implementation of attendance policies and procedures in December 2005.</p> <p>Review and evaluate revised policy and procedure in July 2006.</p> <p>Verify the development of incentives for increased school attendance.</p>	<p>There was documentation at 6 of the sites that attendance policies and procedures had been developed and implemented.</p>
<p>Instructional teams will be required to develop incentives for increased school attendance.</p>	<p>3.29</p>	<p>Verify the development of incentives for increased school attendance.</p>	<p>Four of the sites had implemented incentives for increased student attendance, receiving ratings of substantial compliance. Two sites were able to provide partial documentation of efforts, resulting in partial compliance ratings on this item.</p>

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<p>The Superintendent of Education will develop an Annual Academic Calendar each year by May 15. The Annual Academic Calendar will include 44 Student Advising/Case Conference days from the days that teachers and education specialists are scheduled to work. Adequate instructional space is provided at all facilities. A study on the adequacy of instructional space will be completed by May 2005. Written policy, procedure and practice provide a structured positive behavior management system in each CYA classroom statewide.</p>	<p>3.30</p>	<p>3.30 Review and evaluate annual school calendar.</p>	<p>The annual 220 day Standardized DJJ Academic Calendar had been approved by the Director and implemented at all sites.</p>
<p>The Annual Academic Calendar will include 44 Student Advising/Case Conference days from the days that teachers and education specialists are scheduled to work.</p>	<p>3.31</p>	<p>Review scheduling and utilization of the 44 student advising/case conference days per year.</p>	<p>All of the local school calendars indicated the inclusion of 44 student advising/case conference days per year. All sites were found to be in substantial compliance on this item.</p>
<p>Adequate instructional space is provided at all facilities. A study on the adequacy of instructional space will be completed by May 2005.</p>	<p>3.32</p>	<p>Review number and size of classrooms and CYA study of instructional space in May 2005. Monitor progress in meeting proposed classroom construction and renovation schedule.</p>	<p>Only 3 sites were determined to have adequate instructional space. The instructional space report has been completed and it identified where additional classroom space was needed.</p>
<p>Written policy, procedure and practice provide a structured positive behavior management system in each CYA classroom statewide. An alternative behavior management classroom will be provided at each school.</p>	<p>3.33 3.34</p>	<p>Verify the implementation of the behavior management system in the classrooms at each site. Verify the use of the alternative behavior management classroom at each site.</p>	<p>The consent decree indicated that a structured behavior management system would be developed and used in each classroom. Seven sites failed to document that a structured positive behavior management system was in use in classrooms. The remaining site has begun planning, but they have not implemented a management system, and they were rated as partially compliant. None of the sites provided an alternative behavior management classroom.</p>
<p>Staff will be trained in the operation of the behavior management system.</p>	<p>3.35</p>	<p>Review and evaluate staff training outline, schedule and attendance.</p>	<p>Five of the sites failed to document the provision of training in the operation of a classroom behavior management system.</p>
<p>Staff are required to develop behavioral goals for special education students placed in restricted programs or review/revise existing goals.</p>	<p>3.36</p>	<p>Review behavioral goals in IEPs of all special education students placed in restricted programs. Interview IEP team members, psychologists and related service providers.</p>	<p>Three of the 4 sites with special management units (SMUs) failed to fully document or to adequately develop/revise behavioral goals of special education students placed in the restricted units.</p>
<p>All services in restricted placements will be delivered in small classroom settings whenever possible.</p>	<p>3.37</p>	<p>Verify existence of classrooms in restricted settings. Verify that all classrooms meet minimum CDOE size standards. Report the number of students in restricted settings served in small classrooms and the number not being served.</p>	<p>Only 1 of the 4 sites with special management units had adequate classroom space.</p>
<p>The CYA shall maintain a staffing ratio of 5:1 in all restricted programs. All staff assignments shall be aligned with specific course offerings as well as credential authorizations.</p>	<p>3.38</p>	<p>Review current and previous 30 school days' class rolls for all restricted school programs to determine staffing pattern. Verify teachers' credentials. Review high school graduation plans, IEPs and other documents to document assignment/instructional match.</p>	<p>One of the 4 sites with special management units provided an adequate number of fully credentialed teachers to meet these requirements.</p>

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<p>Written policy, procedures, and practice require high school administrators, together with their living unit counterparts, to be responsible for the following in supervising staff assigned to restricted placements:</p> <ol style="list-style-type: none"> <li>1) Use of a standardized format for reporting educational progress and data on students in restricted placements.</li> <li>2) Use of a standardized checklist by school administrators to ensure students in restricted programs are receiving their full complement of mandated educational services.</li> <li>3) In-service training for all education and living unit staff assigned to restricted programs regarding policy, guidelines, staff roles and responsibilities.</li> <li>4) Technical assistance from the SB505 team process to assist in the development of guidelines and effective strategies for students frequently placed in restricted settings.</li> <li>5) In-service training and assistance provided by special education teachers and specialists for living unit staff on effective strategies and interventions in working with students with disabilities.</li> </ol>	<p>3.39</p>	<p>Verify instructional program on restricted units by reviewing school schedule, education progress reports and school transcripts.</p> <p>Conduct direct observation of instructional program.</p> <p>Interview site administrators.</p> <p>Interview teachers, custodial staff and students.</p>	<p>None of the 4 sites with special management units met all of the criteria listed.</p>
<p>3.40</p>	<p>Verify that staff training and technical assistance are being provided.</p>	<p>All of the 4 sites with special management units were providing staff training and technical assistance.</p>	<p>All of the 4 sites with special management units were providing staff training and technical assistance.</p>

IV. Curriculum			
<p>Written policy, procedure and practice document that Curriculum Guides and instructional policies are aligned with the California Education Code for Public Schools related to curriculum, instruction and assessment.</p> <p>Core Curriculum Guides are made available to staff in electronic form by December 2005.</p> <p>Written policy, procedure, and practice require all school sites to meet California DOE and WASC standards for textbooks, library books, and educational supplies and materials.</p> <p>Each site will conduct an annual inventory beginning in August 2005 and needs assessment to determine if additional materials and equipment are needed.</p> <p>Textbooks and library books are available to all students both in classrooms and on living units.</p> <p>The Education Services Branch will identify the core books that comprise the mini-libraries and the school librarian will maintain the inventory of the mini-library.</p> <p>Written policy, procedure, and practice require that opportunities are provided for school leadership personnel to continue professional development throughout their careers.</p>	4.1	<p>Verify with written documentation that the CYA curriculum meets the Content Standards and Curriculum Frameworks for the California Public Schools.</p> <p>Verify with written documentation that there is a process in place to coordinate curriculum revisions and develop curriculum guides on a cyclical basis.</p>	<p>All courses offered by the individual sites were California Education Standards driven and continue to meet state curriculum standards. All sites were in substantial compliance in this area.</p> <p>The process to coordinate curriculum revisions continues to be in place at all sites. This process satisfactorily satisfies this requirement, resulting in ratings of substantial compliance at all sites.</p>
	4.2	<p>Verify that Curriculum Guides with content, performance standards and process for instruction exist for all core area courses (English/Language Arts, Science, Mathematics, Social Studies) and vocational education courses taught in the CYA Schools.</p>	<p>Curriculum guides in all core courses and vocational areas were in place at all sites, resulting in ratings of substantial compliance for all of the 8 schools.</p>
	4.3	<p>Verify that the core academic guides are available to all staff electronically in December 2005.</p>	<p>Core academic curriculum guides were available in electronic form as of 1/06. All sites reviewed after that date were in substantial compliance on this item.</p>
	4.4	<p>Compare the number of textbooks and library books at each site with applicable standards.</p>	<p>All sites continue to meet the California standards for textbooks and library books and received ratings of substantial compliance.</p>
	4.5	<p>Verify in August 2005 that the annual inventory and needs assessment has been conducted.</p>	<p>The annual inventory and needs assessment continue to be conducted at all sites, resulting in ratings of substantial compliance.</p>
	4.6	<p>Observe whether adequate supplies and materials are available at each site to support the curriculum offerings. Verify the availability of textbooks and library materials to students in classrooms.</p>	<p>It was documented that 6 of 8 sites had an adequate supply of textbooks and library books to support the educational program.</p>
	4.7	<p>Verify availability of core books in the mini-libraries on the living units according to the inventory prepared by the school librarian.</p>	<p>Six of the sites continue to fail to provide mini-libraries on the living units; the mini-libraries continue to be in various states of completion.</p>
	4.8	<p>Verify the implementation of the Staff Development Plan for leadership personnel.</p>	<p>Seven sites were able to provide complete documentation to indicate that staff development was being provided to leadership personnel.</p>
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<p>Annual training including compliance requirements, updated policies and procedures, examples of best practice, implementation issues and other related topics will be provided to site administrators, teaching and custody staff and other stakeholders. The frequency of the training scheduled will be dependent on each individual's role in the process and may vary from quarterly to annually.</p>	<p>4.10</p>	<p>Verify in-service schedule including dates and outline of topics.</p>	<p>Seven sites documented compliance with the training requirements.</p>
<p>Written policy, procedure, and practice require that Trade Advisory Committees are implemented to provide appropriate programming and liaison between the CYA, community and potential employers.</p>	<p>4.11</p>	<p>Verify staff attendance at training through inspection of in-service roll information and review of Principal's Monthly Report.</p>	<p>Six sites provided complete documentation verifying staff attendance at training.</p>
<p>Written policy, procedure, and practice require that Trade Advisory Committees are implemented to provide appropriate programming and liaison between the CYA, community and potential employers.</p>	<p>4.12</p>	<p>Verify the formation of advisory committees at each site by May 2005 and their quarterly meetings.</p>	<p>Advisory committees are functioning at the six of the sites. Two sites failed to fully document the implementation of Trade Advisory committees.</p>
<p>Written policy, procedure and practice require a distance delivery system to provide opportunities for instruction and interaction in different locations. Distance education courses for high school graduation meet Content Standards for California Public Schools.</p>	<p>4.13</p>	<p>Verify the use of annual surveys to provide vocational course planning by July 2005.</p>	<p>The Division of Juvenile Justice continues to conduct annual surveys to provide vocational course planning, resulting in a finding of substantial compliance at all sites.</p>
<p>Written policy, procedure and practice require a distance delivery system to provide opportunities for instruction and interaction in different locations. Distance education courses for high school graduation meet Content Standards for California Public Schools.</p>	<p>4.14</p>	<p>Verify the use of annual Career Technical job studies to determine the effectiveness of CTE programs.</p>	<p>The Division of Juvenile Justice has conducted job studies to determine the effectiveness of the CTE program, resulting in a finding of substantial compliance at all sites.</p>
<p>Global Classrooms will be available at each site by June 2006.</p>	<p>4.15</p>	<p>Verify the existence of the use of technology at each site by June 2005.</p>	<p>Teacher interviews and observation indicated the existence of technology hardware and software at all of the sites. Four sites demonstrated consistent use of the available technology resources.</p>
<p>In restricted settings, distance learning will be utilized as one of the methods used to accommodate student instructional needs. Distance learning will not exempt the restricted settings from the use of instructional staff to provide direct support service to students and will not result in a reduction of the required 240 instructional minute per school day requirement.</p>	<p>4.16</p>	<p>Verify that distance learning course content meets Content Standards.</p>	<p>In five sites where distance learning was in use, the courses met content standards. The remaining 3 sites received non compliance ratings due to their failure to implement this standard.</p>
<p>Global Classrooms will be available at each site by June 2006.</p>	<p>4.17</p>	<p>Verify implementation and use of Global Classrooms distance learning.</p>	<p>Only 2 sites had fully implemented Global Classrooms distance learning.</p>
<p>In restricted settings, distance learning will be utilized as one of the methods used to accommodate student instructional needs. Distance learning will not exempt the restricted settings from the use of instructional staff to provide direct support service to students and will not result in a reduction of the required 240 instructional minute per school day requirement.</p>	<p>4.18</p>	<p>Verify use of distance learning in restricted settings by direct observation, lesson plan and transcript review.</p>	<p>None of the 4 sites having special management units had fully implemented distance learning at the time of the reviews.</p>
<p>An automated library system will be installed at each high school by June 2006.</p>	<p>4.19</p>	<p>Verify implementation and use of the automated library system.</p>	<p>Library automation has been fully implemented at 2 sites, partial implementation had occurred at 1 site and the remaining 5 sites failed to meet the criteria for compliance in this area.</p>

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<p>Written policy, procedures, and practice require the use of course syllabi, units of instruction and lesson plans by teachers.</p>	<p>4.20</p>	<p>Verify through teacher observation evidence of the use of course syllabi, units of instruction and lesson plans.  Interview teachers, students and administrators for evidence of the use of lesson plans, course syllabi and units of instruction.</p>	<p>All sites monitored were either substantially compliant (5) or partially compliant (3) in the use of course syllabi and lesson plans by teachers.</p>
<p>Quarterly classroom observations will be conducted by school administrators based on a rubric aligned with the California Standards for the Teacher Profession (CSTP).</p>	<p>4.21</p>	<p>Verify the practice of quarterly teacher observations by administrators using the revised rubric for Classroom Observation.</p>	<p>Quarterly teacher observations were not being consistently conducted at any of the 8 sites. Three (3) sites were rated partially compliant in this area.</p>
<p>Implement the 5 Year Strategic Plan and Comprehensive Reading Initiative to improve the quality of instruction in reading/language arts and mathematics.</p>	<p>4.22</p>	<p>Verify that the strategic plan and reading initiative are being implemented at each site.</p>	<p>The comprehensive reading initiative, the Holt and Highpoint Reading program, was fully implemented at 7 sites.</p>
<p>Education policies will be revised and made available to staff electronically by June 2006.</p>	<p>4.23</p>	<p>Verify that policies have been revised to reflect changes in operations.</p>	<p>Policies have been revised to reflect changes in operations at all sites.</p>
<p>Education policies will be revised and made available to staff electronically by June 2006.</p>	<p>4.24</p>	<p>Verify that policies are made available to staff electronically by June 2006.</p>	<p>Policy revisions in electronic format were fully available at 7 sites.</p>

<p><b>V. Special Education</b> The Special Education Policy Manual will be approved and available to staff by September 2005. The Special Education Manual will meet all state and federal regulations.</p>	<p>5.1</p> <p>Verify that the manual is complete and made available to staff by September 2005.</p> <p>5.2</p> <p>Verify that Special Education Manual meets all relevant state and federal rules and guidelines. Review 10 or 10%, whichever is greater, of newly transferred student files at each site to verify that completed special education files are transferred to the receiving CYA facility and fully implemented within 4 school days of student's arrival.</p> <p>5.3</p> <p>Review 10 or 10%, whichever is greater, of newly transferred student files at each site to verify that CYA special education screening procedures are being followed and that students are being referred for psychological testing as needed for new identification.</p> <p>5.4</p> <p>Interview teachers to review informal procedures used to identify special education students in classrooms.</p> <p>5.5</p> <p>Review 10 or 10%, whichever is greater, of special education student files at each site to verify that students are being referred for psychological testing as needed to update expired eligibility reports. In the same sample, determine whether psychological testing and reports are done in a reasonable time period and if reports are complete and useful.</p> <p>5.6</p> <p>During site visits and staff interviews, determine whether each CYA facility provides a continuum of placement options, including the full range of time, frequency and duration within each option.</p> <p>5.7</p> <p>During site visits and through staff interviews, determine whether the continuum of available special education services is provided to all eligible students including those assigned to restricted settings.</p> <p>5.8</p> <p>Review 10, or 10% whichever is greater, of special education student files at each site to verify that eligible students are receiving the required number of segments and full instructional day. Interview special education students to verify that services listed in IEPs are being provided.</p> <p>5.9</p> <p>Determine completeness and accuracy of special education data collection system (includes type of disability, number and type of segments, etc.)</p>	<p>All sites were able to document that approved Special Education Policy manuals were available.</p> <p>The manual meets current CDOE requirements.</p> <p>Two sites were implementing IEPs within 4 days of the student's arrival. Complete special education files continue not to be consistently transferred to the receiving facilities in a timely manner.</p> <p>Five programs continue to document that DJJ special education screening procedures were being followed and that students were being referred for psychological testing as needed for new identification.</p> <p>Six facilities continue to document that instructional staff are aware of informal procedures used to identify special education students in the classroom.</p> <p>Six sites are now able to verify that students are being referred for psychological testing as needed to update expired eligibility reports. They continue to demonstrate that psychological testing and reports are consistently completed in a reasonable time period.</p> <p>One site provided the required continuum of placement options, including the provision of a full school day to all eligible special education students. The remaining 7 sites fail to fully provide educational services in the frequency or duration indicated in IEPs.</p> <p>One site provided a full continuum of special education services to all eligible students, including the students in their more restricted units such as the special management units (SMUs).</p> <p>Two sites documented that special education eligible students were consistently receiving the required number of segments and full instructional day.</p> <p>The special education data collection system was verified as accurate at 3 sites.</p>	<p>Verify that the manual is complete and made available to staff by September 2005.</p> <p>Verify that Special Education Manual meets all relevant state and federal rules and guidelines. Review 10 or 10%, whichever is greater, of newly transferred student files at each site to verify that completed special education files are transferred to the receiving CYA facility and fully implemented within 4 school days of student's arrival.</p> <p>Review 10 or 10%, whichever is greater, of newly transferred student files at each site to verify that CYA special education screening procedures are being followed and that students are being referred for psychological testing as needed for new identification.</p> <p>Interview teachers to review informal procedures used to identify special education students in classrooms.</p> <p>Review 10 or 10%, whichever is greater, of special education student files at each site to verify that students are being referred for psychological testing as needed to update expired eligibility reports. In the same sample, determine whether psychological testing and reports are done in a reasonable time period and if reports are complete and useful.</p> <p>During site visits and staff interviews, determine whether each CYA facility provides a continuum of placement options, including the full range of time, frequency and duration within each option.</p> <p>During site visits and through staff interviews, determine whether the continuum of available special education services is provided to all eligible students including those assigned to restricted settings.</p> <p>Review 10, or 10% whichever is greater, of special education student files at each site to verify that eligible students are receiving the required number of segments and full instructional day. Interview special education students to verify that services listed in IEPs are being provided.</p> <p>Determine completeness and accuracy of special education data collection system (includes type of disability, number and type of segments, etc.)</p>
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<p>Written policies, procedures and practice require that assessment procedures and products be updated and standardized by August 2005.</p>	<p>5.10</p>	<p>Verify that the revised standards are established and that the timelines are being met.</p>	<p>At 7 sites, timelines were being consistently met.</p>
<p>In-service training will be provided. Reports of assessment completion rates will be provided monthly as of October 2004.</p> <p>The process will be fully implemented, including the county intake process by December 2005.</p>	<p>5.11</p>	<p>Verify that in-service training on assessments is provided. Review monthly reports of assessment completions.</p>	<p>Six sites were able to document that staff training on assessments had been provided. All programs were able to document that reports of assessment completions were compiled monthly.</p>
<p>Written policy, procedures, and practice require that the CYA and clinic administrators will work collaboratively with Intake and Court Service units to ensure compliance with regulations regarding the provision of IEPs prior to the acceptance of the physical custody of the student.</p>	<p>5.12</p>	<p>Verify whether the revised assessment procedures, including county intake procedures, have been implemented.</p>	<p>Revision of assessment procedures, including county intake processes, was scheduled to be fully implemented in December, 2005. All of the 8 programs reviewed after the implementation due date failed to document implementation of revised assessment procedures, resulting in findings of non compliance for all sites.</p>
<p>Written policy, procedures, and practice require that the CYA and clinic administrators will work collaboratively with Intake and Court Service units to ensure compliance with regulations regarding the provision of IEPs prior to the acceptance of the physical custody of the student.</p>	<p>5.13</p>	<p>Verify existence of collaborative agreements.</p>	<p>None of the 8 sites have documented that collaborative agreements had been completed between clinic administrators and intake and court service units regarding IEPs of incoming students.</p>
<p>The CYA shall substantially implement pre-existing valid Individual Education Plans (IEPs).</p>	<p>5.14</p>	<p>Verify established procedures that enforce requirements.</p>	<p>No site documented the existence of procedures regarding responsibilities of intake and court service units for IEPs of incoming students.</p>
<p>The CYA shall substantially implement pre-existing valid Individual Education Plans (IEPs).</p>	<p>5.15</p>	<p>Review 10 or 10%, whichever is greater, of special education files at each site to verify that students were provided services according to requirements of pre-existing valid IEPs.</p>	<p>Three of the sites demonstrated full compliance in providing services according to requirements of pre-existing valid IEPs. Additionally, 3 sites were identified as partially compliant in this area.</p>
<p>If the previous school's IEP includes services that cannot be provided by CYA (e.g., community-based activities) or in the event that service hours or program offerings are reduced due to restricted placement, the cessation and rationale for the changes in these services must be noted on the interim/continued services information in the student's IEP.</p>	<p>5.16</p>	<p>Review 10 or 10%, whichever is greater, of special education files to verify that any changes in an IEP are documented with the rationale stated.</p>	<p>When service hours or program offerings were reduced, 5 sites failed to provide consistent justification in the form of minutes stating rationale or IEP team consensus.</p>
<p>When there is no IEP, special education eligibility will be determined and team meetings will be held in a timely manner. Required participants will be in attendance.</p>	<p>5.17</p>	<p>Review 10 or 10%, whichever is greater, of special education files to verify that eligibility determination is made prior to holding IEP meeting.</p>	<p>Five sites were found to be substantially compliant with the requirement to determine eligibility prior to holding IEP meetings.</p>
<p>When there is no IEP, special education eligibility will be determined and team meetings will be held in a timely manner. Required participants will be in attendance.</p>	<p>5.18</p>	<p>In same files, verify that IEP meetings are held within prescribed time frame and if not, that proper documentation exists as to the reason. In same files, verify that IEP notices are sent as required and that required participants are present. If regular education teachers are not there, ensure that they are made aware of IEP provisions.</p>	<p>Four sites failed to hold or to properly document that IEP meetings were held within prescribed time frames or they failed to consistently maintain documentation that regular education teachers not present at the IEP meetings were made aware of the IEP provisions designed to be implemented in the regular education classes.</p>

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<p>Each IEP developed or modified at a CYA facility shall include documentation of the team's consideration of the student's need for related services and transition planning.</p>	<p>5.19</p>	<p>Review 10 or 10%, whichever is greater, of special education files at each site for consideration of need for related services and/or transition planning.  Interview teachers regarding consideration of related services and transition planning.</p>	<p>At all sites, consideration of students' needs for related services was fully or partially documented in the IEP minutes.  In the IEPs reviewed at all sites, transition goals continued to be viewed as not measurable.</p>
<p>In-service training shall be provided to special education teachers in the following areas:</p> <ol style="list-style-type: none"> <li>1) Alignment of goals and objectives</li> <li>2) Periodic progress or benchmark reviews.</li> <li>3) Use of the least restrictive environment</li> <li>4) Transition services</li> <li>5) Accommodations and modifications in the general education classroom</li> <li>6) Compensatory services</li> </ol> <p>The CYA shall develop and implement a system to provide for the documentation of student progress related to his/her IEP goals and objectives based on the dates identified on the IEP. The system will ensure that progress reviews are routinely practiced by each special education provider.</p>	<p>5.20</p>	<p>Verify in-service training schedule including dates and outline of topics.  Verify staff attendance through inspection of in-service roll information and review of Principal's Monthly Report</p>	<p>All programs continue to be able to provide extensive documentation and verification of ongoing special education training.</p>
<p>The CYA shall develop and implement a system to provide for the documentation of student progress related to his/her IEP goals and objectives based on the dates identified on the IEP. The system will ensure that progress reviews are routinely practiced by each special education provider.</p>	<p>5.21</p>	<p>Verify that special education staff are provided with standardized formats for documentation of review.  Review 10 or 10%, whichever is greater, of special education files to verify that progress reviews meet the IEP schedule.  Interview special education teachers regarding progress reviews.</p>	<p>All of the sites documented that special education staff had been provided training on and given standardized formats for documentation of IEP progress review.  Four sites were able to consistently document review of IEP benchmarks.</p>
<p>Written policy, procedures, and practice require that compensatory special education services are provided to students if significant gaps of missed service occur or are projected to occur, and if such services cannot be made up during the course of the week or designated period of time.</p>	<p>5.22</p>	<p>Review Administrator's Compensatory Services Plan.  Through teacher and student interviews, verify that compensatory services are provided to students when required.</p>	<p>The Request for Compensatory Services form and log were located at all sites. The formal Administrator's Compensatory Services Plan was available.  Seven sites were unable to fully document the consistent provision of compensatory services to eligible special education students.</p>
<p>The CYA shall establish an Education Stakeholders' Committee by August 2005 consisting of departmental, other interagency participants and community members including parents of CYA students. This committee will meet quarterly and serve as an advisory body to the Superintendent of Education and the Executive Team.</p>	<p>5.23</p>	<p>Review formal minutes of Stakeholders' meetings including dates, agenda, membership and recommendations.</p>	<p>Seven sites provided full documentation of the establishment of an Education Stakeholders' Committee that met quarterly and included departmental staff, other interagency participants and community members, including parents of DJJ students.</p>

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<p>Training on special education will be provided by the CYA to all education staff and administrators, treatment and custody staff and administrators and other stakeholders starting July 2005. Training will use the approved Special Education Manual, approved forms and data collection systems. The frequency of the training scheduled will be dependent on each individual's role in the process and may vary from quarterly to annually.</p>	<p>5.24</p>	<p>Verify in-services schedule including date and topics. Verify staff attendance through inspection of in-service roll information and review of Principal's Monthly Report.</p> <p>Verify schedule using CYA Master Calendar</p>	<p>All sites documented efforts by DJJ staff to provide training on special education topics to all education staff and administrators, treatment and custody staff and other stakeholders beginning in July 2005.</p> <p>All sites have implemented the DJJ Master Calendar.</p>
<p>The Regional Program Specialist shall conduct at least quarterly site reviews of each school's special education compliance efforts and status.</p>	<p>5.25</p>	<p>Review quarterly site review reports</p>	<p>Central Office staff assigned to the sites had conducted quarterly site reviews at 7 of the schools to document special education compliance efforts and status. The remaining program had been reviewed once during the school year.</p>

VI. California High School Exit Exam			
<p>The state assessment program is conducted according to schedules and procedures established by the CYA and the California Department of Education. State mandated tests are administered according to the guidelines prescribed by the CYA and the DOE. Each eligible student in CYA shall have access to each mandated educational assessment.</p>	<p>6.1</p>	<p>Verify the use of the state mandated testing schedule through observation and interviews.</p> <p>Through student interviews and file reviews, verify access of eligible students to the state mandated exam.</p>	<p>All of the 8 sites were in substantial compliance. The statewide testing schedule continues to be followed.</p>
<p>Instruction provided to students is relevant to all areas tested on California Graduation Test.</p>	<p>6.2</p>	<p>The CYA will provide written verification that the content of its curriculum guides in English-language arts and mathematics is related to items on the California Graduation Test.</p>	<p>All of the 8 sites were in substantial compliance.</p>
<p>Students have multiple opportunities to pass the CAHSEE according to state regulations.</p>	<p>6.3</p>	<p>Through student interviews and file reviews, verify that eligible students have appropriate opportunities to pass the state mandated exam.</p>	<p>All sites were in substantial compliance. Students continue to be provided with appropriate opportunities to pass the state mandated exams.</p>
<p>All students who are eligible for accommodations in testing will be provided the accommodations specified by their IEPs or Section 504 plans. Test variations are also available to English learners who regularly use them in the classroom. Students who are eligible for test variations must adhere to the CDE guidelines for test variations.</p>	<p>6.4</p>	<p>Verify by records review of students taking state mandated exams that appropriate accommodations, modifications or variations were provided as a part of testing procedures (in accord with CDE guidelines.)</p>	<p>Seven sites demonstrated that they were fully compliant with the requirement that students receive appropriate accommodations and modifications as a part of their testing procedures in accord with CDE guidelines.</p>
<p>Students who take the CAHSEE with a modification and receive the equivalent of a passing score are eligible for the waiver request process. Students who are eligible will be granted waivers based on the SBE (State Board of Education) process and policy.</p>	<p>6.5</p>	<p>Verify by records review of students taking state mandated exams that waivers were requested for students with modifications who receive equivalent passing scores (in accord with CDE guidelines.)</p>	<p>Students who were eligible were granted waivers based on the SBE process. Seven sites were given ratings of substantial compliance in this area.</p>
<p>Schools are required to provide remediation to students at risk of not graduating from high school due to the test requirements. Each site principal has a plan to track student progress on the test and provide direct remediation to any student failing one or both test sections.</p>	<p>6.6</p>	<p>Verify by records review of students taking the test that students failing at least one part of the exam were provided specific remediation related to test items.</p>	<p>At 6 sites, students failing at least one part of the exam were being provided remediation through a test preparation class or enrollment in a course designed to review and specifically remediate areas where remediation was needed.</p>

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<p>Student achievement on the CAHSEE is monitored and evaluated. School improvement plans address efforts to improve student achievement in the areas tested.</p>	<p>6.7</p>	<p>Review and evaluate data on student achievement on the CAHSEE to determine whether school improvement plans are based on test achievement data.</p>	<p>At 7 sites, review of the School Improvement Plans indicated that achievement data was used to develop school wide goals.</p>
<p>Students who are unable to pass the CAHSEE have additional options to complete their education. Students may pass the GED or California Proficiency Exam. Students unable to achieve a high school diploma or pass an equivalency exam are awarded a Certificate of Course Completion.</p>	<p>6.8</p>	<p>Review and evaluate data on students to determine whether they are being provided the full range of alternatives available (diplomas, equivalency tests, certificates of completion).</p>	<p>Five of the sites failed to provide a full range of alternatives for students to complete their education when they are unable to obtain a high school diploma.</p>

**Attachment B**  
California Remedial Plan Site Compliance  
Report

California Remedial Plan Site Compliance Report							
Area : EDUCATION		Reviewers: Dr. Tom O'Rourke, Dr. Robert Gordon		From September 2006 through April 2007			
Ratings: SC = Substantial Compliance		PC = Partial Compliance		NC = Non-Compliance			
SC or N/A-no highlight		PC-yellow highlight		NC-red highlight			
Site	Romero	Boss	Chaderjian	Egan	Nelson	Wieden	Perry
Date of Review	9/20/06	10/17/06	10/20/06	1/10/07	2/15/07	2/13/07	4/24/07
Items Reviewed	Compliance Ratings						
<b>I. Overview</b>							
1.1 Schools meet WASC accreditation standards	SC	SC	SC	SC	SC	SC	SC
1.2 Curriculum meets CA state standards	SC	SC	SC	SC	SC	SC	SC
1.3 High School Graduation Plans in records	SC	SC	SC	NC	NC	SC	SC
1.4 Semi-annual reviews of High School Graduation Plans	PC	NC	NC	NC	NC	SC	PC
1.6 Progress being made toward high school diplomas	NC	NC	NC	NC	NC	SC	PC
1.7 English Language Learner screening & services	SC	SC	PC	NC	SC	SC	SC
1.8 Transition planning (90 days prior to release)	NC	SC	SC	NC	NC	SC	SC
<b>II. Staffing</b>							
2.1 Teachers hold valid CA credentials and teach in-field	SC	SC	NC	NC	NC	SC	SC
2.2 Adequate credentialled staff in content areas for graduation	NC	SC	NC	NC	NC	PC	SC
2.3 Recruitment plan for education staff and 2 recruiters	PC	SC	PC	SC	NC	SC	PC
2.4 Time between education vacancy and hiring	NA	PC	NC	NC	PC	SC	NC
2.5 Pool of substitute teachers = 15% of teaching staff	NC	SC	NC	NC	NC	PC	PC
2.6 Class not cancelled due to teacher absence/lack of substitutes	NC	PC	NC	NC	NC	NC	NC
2.7 In-field teacher used for teacher vacancy of 45 days	SC	PC	PC	NC	NC	SC	SC
2.8 Psychologist and related service providers available for input	SC	SC	NC	SC	PC	SC	PC
2.9 Time from referral for testing and report completed	SC	SC	SC	NC	SC	SC	SC
2.10 Time from referral for related services to service delivery	SC	SC	NC	NA	NA	NA	SC
2.11 2 school psychologists for each restricted program	SC	NA	SC	SC	NA	SC	NA

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



Site	Romero	Boss	Chaderjian	Egan	Nelson	Wieden	Perry
<b>IV. Curriculum</b>							
4.1 Curriculum Guides & policies aligned with CA Education code	SC	SC	SC	SC	SC	SC	SC
4.2 Process to develop and revise curriculum on cyclical basis	SC	SC	SC	SC	SC	SC	SC
4.3 Curriculum guides for all core & vocational classes	SC	SC	SC	SC	SC	SC	SC
4.4 Core Curriculum Guides available in electronic form (due 12/05)	SC	SC	SC	SC	SC	SC	SC
4.5 Schools meet CA & WASC standards for books & materials	SC	SC	SC	SC	SC	SC	SC
4.6 Annual inventory & needs assessment of books & equipment	SC	SC	SC	SC	SC	SC	SC
4.7 Textbooks & library books available in classrooms	PC	SC	SC	NC	SC	SC	SC
4.8 Books available in mini-libraries on living units	NC	NC	NC	NC	SC	NC	SC
4.9 Professional development for school leadership personnel	SC	SC	SC	NC	SC	SC	SC
4.10 Training schedule on new procedures-educ & custody staff	SC	SC	SC	NC	SC	SC	SC
4.11 Training attendance-new procedures-educ & custody staff	PC	SC	SC	NC	SC	SC	SC
4.12 Formation of Trade Advisory Committees & quarterly meetings	SC	SC	SC	SC	NC	SC	PC
4.13 Annual surveys for vocational course planning (due 7/05)	SC	SC	SC	SC	SC	SC	SC
4.14 Annual Career Technical job studies to evaluate CTE programs	SC	SC	SC	SC	SC	SC	SC
4.15 Use of technology at each site (due 6/05)	PC	PC	PC	PC	SC	SC	SC
4.16 Distance learning courses meet CA Content Standards	SC	NC	NC	NC	SC	SC	SC
4.17 Use of Global Classrooms distance learning (due 6/06)	PC	NC	PC	NC	PC	PC	SC
4.18 Distance learning provided in restricted units	NC	NA	NC	NC	NA	PC	NA
4.19 Automated library system at each HS (due 6/06)	SC	NC	NC	SC	NC	NC	NC
4.20 Teachers use course syllabi & lesson plans	PC	SC	PC	PC	SC	SC	SC
4.21 Quarterly teacher observations using revised rubric	NC	NC	NC	NC	NC	PC	PC
4.22 5 year strategic plan & reading initiative implemented	SC	SC	SC	NC	SC	SC	SC
4.23 Policies revised to reflect operational changes	SC	SC	SC	SC	SC	SC	SC
4.24 Education policies available electronically (due 6/06)	SC	SC	SC	PC	SC	SC	SC

Site	Romero	Boss	Chaderjian	Egan	Nelson	Wieden	Perry
<b>V. Special Education</b>							
5.1 Special Education Policy Manual revised & available (due 9/05)	SC	SC	SC	SC	SC	SC	SC
5.2 Files transferred & services implemented in 4 days	NC	NC	NC	NC	NC	PC	SC
5.3 Screening provided and referrals for psychological testing	SC	PC	PC	NC	SC	SC	SC
5.4 Teachers identify special ed students in classrooms	SC	SC	PC	PC	SC	SC	SC
5.5 Referral for testing-update eligibility; reports complete & timely	SC	SC	NC	NC	SC	SC	SC
5.6 Site has full continuum of placement options	PC	NC	NC	NC	PC	NC	PC
5.7 Continuum of services available in restricted settings	NC	NA	NC	NC	NA	NC	NC
5.8 Segments & services listed in IEPs are provided	PC	NC	NC	NC	NC	NC	SC
5.9 Accuracy & completeness of special education data system	SC	NC	NC	NC	PC	NC	SC
5.10 Assessment procedures updated & standardized	SC	SC	SC	NC	SC	SC	SC
5.11 Training and reports of assessment completion rates	SC	SC	NC	SC	SC	SC	PC
5.12 Procedures standardized, including county intake (due 12/05)	NC	NC	NC	NC	NC	NC	NC
5.13 Clinics-agreements with Intake & CS on providing IEPs	NC	NC	NC	NC	NC	NC	NC
5.14 Procedures for Intake & CS on providing IEPs	NC	NC	NC	NC	NC	NC	NC
5.15 Pre-existing valid IEPs implemented	SC	SC	NC	NC	PC	PC	SC
5.16 Changes in IEPs documented w/rationale	SC	SC	NC	NC	PC	PC	SC
5.17 Eligibility determined prior to IEP meeting	SC	SC	NC	NA	PC	SC	SC
5.18 IEP eligibility meetings held timely & with notices, participation	SC	SC	NC	NC	PC	SC	SC
5.19 IEPs include consideration of related svc/transition planning	PC	PC	PC	PC	SC	PC	PC
5.20 Training on specific topics for special ed teachers	SC	SC	SC	SC	SC	SC	SC
5.21 System of IEP progress reviews implemented	NC	SC	NC	NC	SC	SC	SC
5.22 Compensatory special education svc provided when needed	NC	PC	NC	NC	NC	PC	NC
5.23 Education Stakeholders' Committee w/quarterly meetings	PC	SC	SC	SC	SC	SC	SC
5.24 Training to education and custody staff on Spec Educ Manual	SC	SC	SC	SC	SC	SC	SC
5.25 Regional Prog Specialist site reviews of spec ed compliance	PC	SC	SC	SC	SC	SC	SC
<b>VI. California High School Exit Exam</b>							
6.1 CA assessment program provided to eligible students	SC	SC	SC	SC	SC	SC	SC
6.2 CYA curriculum in LA & math related to Graduation Test	SC	SC	SC	SC	SC	SC	SC
6.3 Students have multiple opportunities to pass state exam	SC	SC	SC	SC	SC	SC	SC
6.4 Students have appropriate test accommodations /modifications	SC	SC	SC	NC	SC	SC	SC
6.5 Students with equivalent passing scores- waivers requested	NC	SC	SC	SC	SC	SC	SC
6.6 Students failing test receive remediation	NC	SC	SC	PC	SC	SC	SC
6.7 Test data is monitored & basis of school improvement plans	SC	SC	SC	NC	SC	SC	SC
6.8 Students have range of alternatives to complete education	NC	SC	NC	NC	PC	PC	SC



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